

**Directions:**

In each question in the following, four alternative sentences are given. Choose the **CORRECT** one and fill the circle corresponding to that letter in the answer sheet.

11. (A) He lacked both the training and the equipment needed in the job.
(B) He lacked both the training and the equipment needed by the job.
(C) He lacked both the training and the equipment needed on the job.
(D) He lacked both the training and the equipment needed for the job.
12. (A) They tried to pacify him for kindness and affection.
(B) They tried to pacify him in kindness and affection.
(C) They tried to pacify him by kindness and affection.
(D) They tried to pacify him with kindness and affection.
13. (A) Then he sat down in corner and remained queit.
(B) Then he sat down in corner and remained quite.
(C) Then he sat down in corner and remain quiet.
(D) Then he sat down in corner and remained quiet.
14. (A) He was drenched with the hotness of his fear.
(B) He was drenched in the hotness of his fear.
(C) He was drenched by the hotness of his fear.
(D) He was drenched off the hotness of his fear.
15. (A) Why did you disagree with me?
(B) Why did you disagree to me?
(C) Why did you disagree on me?
(D) Why did you disagree by me?
16. (A) Do you stuff your head by things you do not understand.
(B) Do you stuff your head with things you do not understand.
(C) Do you stuff your head for things you do not understand.
(D) Do you stuff your head in things you do not understand.
17. (A) A day later he reached his first glimpse of Lahore.
(B) A day later he took his first glimpse of Lahore.
(C) A day later he found his first glimpse of Lahore.
(D) A day later he caught his first glimpse of Lahore.
18. (A) This will have a bad impact to the economy.
(B) This will have a bad impact on the economy.
(C) This will have a bad impact at the economy.
(D) This will have a bad impact over the economy.

19. (A) I would save him from dying of thirst.
 (B) I would save him from dying from thirst.
 (C) I would save him from dying with thirst.
 (D) I would save him from dying by thirst.
20. (A) All this flashed by his mind in an instant of protest.
 (B) All this flashed on his mind in an instant of protest.
 (C) All this flashed through his mind in an instant of protest.
 (D) All this flashed by off mind in an instant of protest.

Directions: In each of the following question, four alternative meanings of a word are given. You have to select the nearest correct meaning of the given word and fill the appropriate Bubble / Circle on the MCQ Response Form.

21. VEXING

- (A) Annoying
 (B) Aggressive
 (C) Viable
 (D) Waxy

22. VAGUE

- (A) Respectful
 (B) Uncertain
 (C) Warlock
 (D) Snow white

23. MANGLED

- (A) Dodged
 (B) Grained
 (C) Indisputable
 (D) Damaged

24. PRODIGIOUS

- (A) Productive
 (B) Enormous
 (C) Prudential
 (D) Waddle

25. ASTOUNDED

- (A) Shocked
 (B) Discarded
 (C) Assured
 (D) Attracted

26. SAGACITY

- (A) Foolishness
 (B) Large city
 (C) Onions
 (D) Wisdom

27. GRIM

- (A) Gratis
 (B) Restless
 (C) Severe
 (D) Grater

28. INDOLENTLY

- (A) Lazily
 (B) Indecently
 (C) Ideally
 (D) Gaily

29. PERISH

- (A) Furious
 (B) Come to death
 (C) Secret
 (D) Frustrated

30. DOZE

- (A) Dogged
 (B) Diet
 (C) Sleep
 (D) Medicine to be taken

**A
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- | | | | | |
|----|-----|-----|-----|-----|
| 1. | 7. | 13. | 19. | 25. |
| 2. | 8. | 14. | 20. | 26. |
| 3. | 9. | 15. | 21. | 27. |
| 4. | 10. | 16. | 22. | 28. |
| 5. | 11. | 17. | 23. | 29. |
| 6. | 12. | 18. | 24. | 30. |



UNITS OF ENGLISH LANGUAGE

WORDS	NOUN	Ali, Multan, book, etc.
	ADJECTIVE	small, big, tall, good, etc.
	PRONOUN	I, we, you, they, he, she, it, etc.
	VERB	go, went, gone, going, etc.
	ADVERB	slowly, nicely, etc.
	PREPOSITION	on, under, before, etc.
	CONJUNCTION	and, or, therefore, but etc.
	INTERJECTION	Hi !, O !, etc.
PHRASES	NOUN PHRASE	She wants <i>to win a prize</i> .
	ADJECTIVE PHRASE	The girl <i>with golden hair</i> has come.
	ADVERB PHRASE	He has finished the work <i>just now</i> .
CLAUSES	NOUN CLAUSE	He is sure <i>that he will win the match</i> .
	ADJECTIVE CLAUSE	The girl <i>who got the prize</i> is his sister.
	ADVERB CLAUSE	<i>Though he is poor</i> , he helps others.
SENTENCE	DECLARATIVE	He is going to school.
	INTERROGATIVE	What is your name?
	IMPERATIVE	Don't stop.
	EXCLAMATORY	What a beautiful building this is !
PARAGRAPH	COMPREHENSION	Read the passage and answer the
	PRECIS WRITING	Write the summary (1/3) of the passage.
	SUGGESTING	Suggest a suitable title.
ESSAY	ESSAY WRITING	Write an essay on any one of the topics.



PARTS OF SPEECH

Definition: Words are divided into different classes according to their functions and these words are called word class or parts of speech.

KINDS

DEFINITIONS

EXAMPLES

NOUN

It names a person, a place or a thing.
It is a naming word.

Ali **Multan** **Pen**
(Person) (Place) (Thing)

PRONOUN

It is used instead of a noun.

He is a teacher. (He - Pronoun)

ADJECTIVE

It adds extra meanings to a noun.

He is a **tall** boy. (tall - Adjective)

VERB

It indicates an action or a state.

write, work, go, is.

ADVERB

It adds extra meanings to

a verb.
an adjective.
an adverb.

He runs (verb) **slowly** (adverb).

It is **very** (Adverb) **big** (Adjective).

He runs **very** (Adverb) **slowly** (adverb).

PREPOSITION

It is placed before a noun or a pronoun with the indication of

time.
place.

Come **before** (Preposition) 5 o'clock (time).

The cat is **on** (preposition) the wall. (place)

CONJUNCTION

It connects two

words.
Sentences.

Ali and Amir go to school. (words)

Ali goes to school and he learns. (sentences)

INTERJECTION

It indicates

sudden feelings.
surprise.

Alas! He is dead.

Hurrah! He won the game.



Identification of different English parts of speech

verb
Stop!

noun	verb
John	works.

noun	verb	Verb
John	is	working.

pronoun	verb	noun
She	loves	animals.

noun	verb	adjective	noun
Animals	like	kind	people.

noun	verb	noun	adverb
Tara	speaks	English	well.

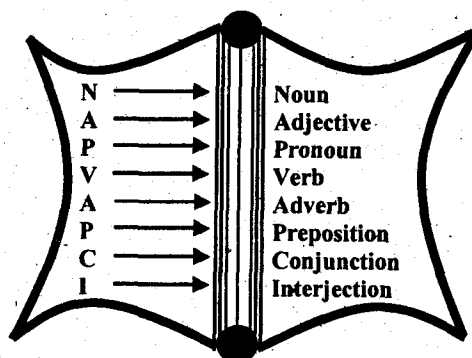
noun	verb	adjective	noun
Tara	speaks	good	English.

pronoun	verb	preposition	adjective	noun	adverb
She	ran	to	the	station	quickly.

pronoun	verb	adjective	noun	conjunction	pronoun	verb	pronoun
She	likes	big	snakes	but	I	hate	them.

Here is a sentence that contains every part of speech.

interjection	pronoun	conjunction	adjective	noun	verb	Prep.	noun	adverb
Well,	she	and	young	John	walk	to	school	slowly.





USAGE TOOLS

NOUN AND ITS KINDS

KIND	DEFINITION	EXAMPLE
Common Noun	persons, places or things of the same kind.	king, city, etc.
Proper Noun	a particular thing or a person.	Ali, Multan, etc.
Countable Noun	things that are counted.	boys, tables, etc.
Uncountable Noun	things which are not counted.	rice, milk, etc.
Collective Noun	a group of things or people.	class, team, etc.
Abstract Noun	things that cannot be touched but felt only.	beauty, joy, etc.
Concrete Noun	things that can be touched or seen.	building, bus, etc.
Material Noun	things that are made up of matter.	Iron, silver, etc.

Let's do it Match the following.

KIND	DEFINITION	ANS
1 Common Noun	a It indicates a particular person, place or a thing.	1
2 Proper Noun	b It indicates things - countable.	2
3 Countable Noun	c It indicates persons, places or things of the same kind.	3
4 Uncountable Noun	d It indicates things that cannot be felt by senses.	4
5 Collective Noun	e It indicates things - uncountable.	5
6 Abstract Noun	f It indicates a group of people or things.	6



Let's do it

Match the following

KIND

EXAMPLE

ANS

1	Common Noun	a	fleet, army, crowd, police, herd, jury	1	
2	Proper Noun	b	city, country, planet, animal, flower	2	
3	Countable Noun	c	Hyderabad, India, earth, land, rose	3	
4	Uncountable Noun	d	goodness, kindness, movement, judgment	4	
5	Collective Noun	e	pen, orange, book, ball, boy.	5	
6	Abstract Noun	f	sugar, gold, oil, milk	6	



ANATOMY OF QUESTION

INTRODUCTION TO THE TOPIC & PROBABLE MISTAKES:

Usage is tested in Entry Test. A sentence is underlined from four different places (A), (B), (C) and (D). You are to spot the error in any underlined part of the sentence. Mistakes related to the parts of speech: Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, Interjection (NAP VAPCI) are likely to be committed. **Punctuation, word choice and Redundancy** may also be tested in this topic.

Directions:

In this type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Write its corresponding letter in the answer sheet.

Model Example:

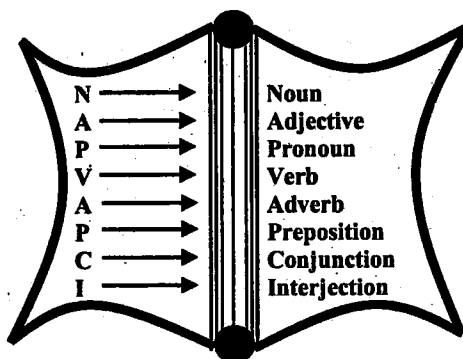
People should mind your own business.

A B C D

Option **D** is the best option. This is because there should be an agreement between noun (**people**) and its possessive adjective (**their**).

The following is the complete description of NAP VAPCI. Punctuation, Word Choice and Redundancy.

In the previous acronym, different letters have been explained what they stand for.

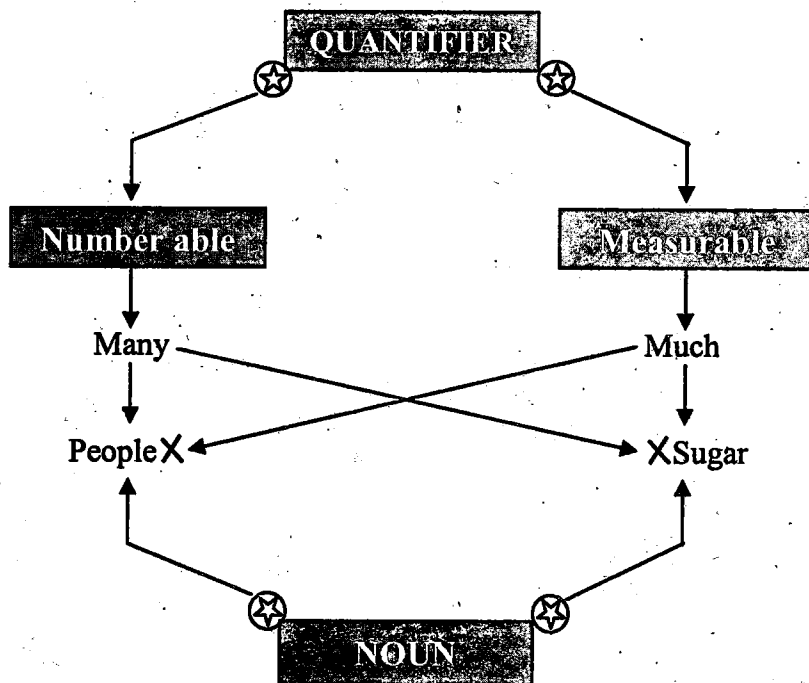


**MISTAKES RELATED TO NOUNS**

Nouns are tested in Entry Test. Some of the Probable Mistakes: are: Plural noun may be used in place of singular noun and vice versa. Measurable noun may be preceded by countable modifier and vice versa.

There should be an agreement between the noun and the preceding quantifiers. Quantifiers are the words that represent the quantity or number of the nouns. Some nouns are numbered (like people) whereas others are measured (like sugar). According to the rule, there should be an agreement between noun and its qualifier.

Consider the following diagram.

**EXAMPLES**

1	A large amount of people was there.	<i>Incorrect</i>
2	A large number of people were there.	<i>Correct</i>
3	One should not eat many sugar.	<i>Incorrect</i>
4	One should not eat much sugar.	<i>Correct</i>

Countable Quantifiers	Uncountable Quantifiers	Common Quantifiers
number, many, few, all	amount, much, little, whole	all, any, a lot of, some

Rule no. 1

There should be an agreement between **noun** and **quantifier**.

Probable Mistakes:

Countable nouns may be preceded by measure able modifiers and vice versa.

Example: A large amount of people were there. B (number)

A B C D

Rule no. 2

Some nouns like wages, sports, series, tidings, ethics, news, names of games (Billiards), names of diseases (Aids, measles, mumps, molasses) are deceptive nouns and must be followed by singular verbs and helping verbs.

Probable Mistakes:

The above listed nouns may be followed by plural verbs and auxiliary verbs.

Example: Sports are essential for health. B (is)

A B C D

Rule no. 3

In compound nouns we pluralize only the second noun.

Probable Mistakes:

In compound nouns the first noun may be pluralized.

Example: Brains cells are in great number. A (Brain cells)

A B C D

Rule no. 4

Before the names of foods, fluids, materials, gases, general groups (police) languages, academic subjects and abstract nouns, we don't use article **a**, **an** or **the**.

Probable Mistakes:

The above listed items may be preceded by article **a**, **an**, or **the**.

Example: The oxygen is essential for life. A (Oxygen)

A B C D

Rule no. 5

When a compound noun is used as an adjective, it is always singular.

Probable Mistakes:

The above-mentioned noun may be plural.

Example: Man's three pounds brain is the most complex. B (three pound)

A B C D

**Rule no. 6**

Some nouns are always plural such as: people, alms, trousers, scissors, tongs, gallows, spectacles, etc. and must be followed by plural verb and auxiliary verb.

Probable Mistakes:

The above listed nouns may be followed by singular verbs and auxiliary verbs.

Example: Some people is protesting against dearness. B (People are)

A B C D

Rule no. 7

Numbers such as hundred, thousand, million, etc. are plural when there is no number before them.

Probable Mistakes:

The above-listed nouns may be singular when there are no numbers before them.

Example: Brain stores million of messages. C (millions)

A B C D

Rule no. 8

All the nouns are replaced by third person pronouns.

Probable Mistakes:

The nouns may be replaced by 2nd person pronoun.

Example: People should mind your own business. C (their)

A B C D

Rule no. 9

All the plural nouns are replaced by third person plural pronouns **they, their, them**.

Probable Mistakes:

Plural nouns may be replaced by 2nd person pronoun.

Example: The players were doing your best to win the match. C (their)

A B C D

Rule no. 10

All the singular nouns are replaced by third person singular pronouns **(he, she, it)**

Probable Mistakes:

Singular nouns may be replaced by 3rd person plural pronouns.

Example: The coach will try their best. C (his)

A B C D

**Rule no. 11**

Gender free nouns and collective nouns are replaced by **it**.

Probable Mistakes:

The above-mentioned nouns may be replaced by 3rd person pronouns other than **it**.

Example: The committee announced his decision. C (its)

A B C D

Rule no. 12

Collective nouns like army, class, jury, etc. are replaced by third person pronoun **it** (if taken as a whole)

Probable Mistakes:

Collective nouns may be replaced by third person pronouns other than **it**

Example: The jury were divided in his opinion. C (their)

A B C D

Rule no. 13

Material nouns (gold) and abstract nouns (advice) have no plural forms.

Probable Mistakes:

The above listed nouns may be written in plural forms.

Example: He acted upon my good advices. D (advice / pieces of advice)

A B C D

Rule no. 14

Common nouns (animals) representing the whole class/ species are preceded by article "the".

Probable Mistakes:

Article "the" may be omitted before these common nouns representing the whole class.

Example: Horse (one horse), The horse (whole race of horses)

A horse is a faithful animal. The horse.

A B C D

Rule no. 15

The majority is singular and The majority of is plural and should be treated accordingly.

Probable Mistake:

The above-mentioned expressions may be used interchangeably.

Example: The majority of people prefers T.V. to Radio. C (prefer)

A B C D

**Rule no. 16**

Over-generalization of nouns changes their meanings.

Probable Mistake:

Some nouns may be pluralized in unnecessarily.

Example: If you open the door, airs will circulate better. C (air)

A B C D

Rule no. 17

When two nouns joined by **with, along with, together with, as well as, besides, except, like and of**, we use verbs and helping verbs according to the first noun.

Probable Mistake:

Verbs and auxiliary verbs may be used according to the second nouns.

Example: The teacher as well as the students are busy. C (the students is)

A B C D

Rule no. 18

When two nouns are joined by **neither – nor, either – or, not only –but also** preference is given to the second noun. It means pronouns, verbs and helping verbs will be used according to the second noun.

Probable Mistake:

Verbs and auxiliary verbs may be used according to the first noun.

Example: Neither the teacher nor the students is busy. D (the students are)

A B C D

Rule no. 19

Some nouns joined by **“and”** convey the impression of single unit and must be treated as singular and followed by singular verb and auxiliary verb.

Probable Mistake:

The above-mentioned nouns may be followed by plural verbs and auxiliary verbs.

Example: Time and tide wait for none. B (waits)

A B C D

**Rule no. 20**

Noun such as **people, fish, fruit** etc, are plural when there are different kinds of them.

Hair is plural when countable and singular when uncountable.

Probable Mistake:

The above-mentioned rule may be used interchangeably.

Example: There were people of different races in the meeting. B (peoples)

A B C D

Rule no. 21

“Type, Sort, and kind” are not followed by article ‘a’

Probable Mistakes:

The above listed words may be followed by article ‘a’

Example: What kind of a job are you doing there? B (kind of)

A B C D

Rule no. 22

Some nouns need qualifying words before them. These nouns are:

“advice, work, equipment, information, furniture, kindness, news, mail, music, and jewelry etc.

Probable Mistakes:

The qualifying words may be missing before the above-mentioned nouns.

Example: I have many new furnitures in my house. C (pieces of furniture)

A B C D

Other expressions are: Pieces of advice, equipment, and furniture etc.

A bar of soap, a slice of bread, a bunch of grapes, grains of sand, rice, sugar, and salt.

Rule no. 23

We should not use a singular count noun alone (without a/the/my, etc.):

Probable Mistakes:

Any article or possessive adjective may be missing before a count noun.

Example: The unemployed manager is searching for new company. D (a new company)

A B C D

Rule no. 24

Before non-count nouns, we should use some qualifying words like a piece of, a grain of, a packet of, a bowl of.

Probable Mistakes:

Non-count nouns may be used without the above mentioned qualifying words.

Example: The counsellor gave the dejected students many advices. D (Pieces of advice)

A B C D

**Class room activity**

From question 1 – 5, Spot the error.

1. A progress has been made toward finding a cure for AIDS.
A B C D
2. A space is the last frontier for man to conquer.
A B C D
3. A machinery in the factory needs to be fixed.
A B C D
4. A mail travels faster when the zip code is indicated on the envelope.
A B C D
5. According to estimates by some botanists, there are seven thousand type of plants.
A B C D

From question 6 – 10, choose the correct one.

6. (A) We are late because they are resurfacing the road and the traffics are terrible.
(B) We are late because they are resurfacing the road and the traffic is terrible.
(C) We are late because they are resurfacing the road and traffic is terrible.
(D) We are late because they are resurfacing the road and traffics are terrible.
7. (A) He was asked to leave the college because of a bad behaviour at the party.
(B) He was asked to leave the college because of his bad behaviour at the party.
(C) He was asked to leave the college because of bad behaviours at the party.
(D) He was asked to leave the college because of the bad behaviour at the party.
8. (A) I am going to phone my brother to wish him good luck for his exam.
(B) I am going to phone my brother to wish him a good luck for his exam.
(C) I am going to phone my brother to wish him good lucks for his exam.
(D) I am going to phone my brother to wish him for good luck for his exam.
9. (A) I think it's a pity Della had her hairs cut short because she looked much more attractive before.
(B) I think it's a pity Della had all her hairs cut short because she looked much more attractive before.
(C) I think it's a pity Della had her hair cut short because she looked much more attractive before.
(D) I think it's a pity Della had her hair to cut short because she looked much more attractive before.
10. (A) It's not a bad room, but the furnitures take up too much space.
(B) It's not a bad room, but furniture takes up too much space.
(C) It's not a bad room, but the furniture takes up too much space.
(D) It's not a bad room, but a furniture takes up too much space.



APPENDIX

- 1 Some nouns with singular forms can be treated either as singular or plural.
Example: The council has (or have) postponed the meeting.
- 2 After the following words we use a singular verb if we see them an institution or organization as a whole unit, and a plural verb if we see it as a collection of individuals:
Class, team, club, committee, company, department, government, group, jury, press, school, staff, police, army, college, university.
- 3 Some nouns are usually plural and take plural verbs.. These nouns include:
Belongings, clothes, congratulations, earnings, goods, particulars, stirrings, savings, thanks.
- 4 Some academic disciplines such as politics, statistics, economics, mathematics, phonetics take singular verb however as a general rule they take plural verbs.

E X A M P L E S	ACADEMIC DISCIPLINES	GENERAL USE
	1 Politics is popular at this university.	Her politics are broadening (= political beliefs)
	2 Statistics was always my worst subject.	Statistics are able to prove any thing. (= Numerical information)
	3 Economics was always my favorite subject.	The economics behind their polices are reasonable. (=financial system)

- 5 After the following expressions we use plural verb: a majority of, a number of, a lot of and plenty of.

E X P	1	A number of people has gone back.	<i>Incorrect</i>
		A number of people have gone back.	<i>Correct</i>
	2	A majority of books is worthless.	<i>Incorrect</i>
		A majority of books are worthless.	<i>Correct</i>

- 6 But if we say the number of, the majority of, we use singular verbs

E X P	1	The number of books have risen to five million.	<i>Incorrect</i>
		The number of books has risen to five million.	<i>Correct</i>
	2	The majority of people have rejected him.	<i>Incorrect</i>
		The majority of people has rejected him.	<i>Correct</i>

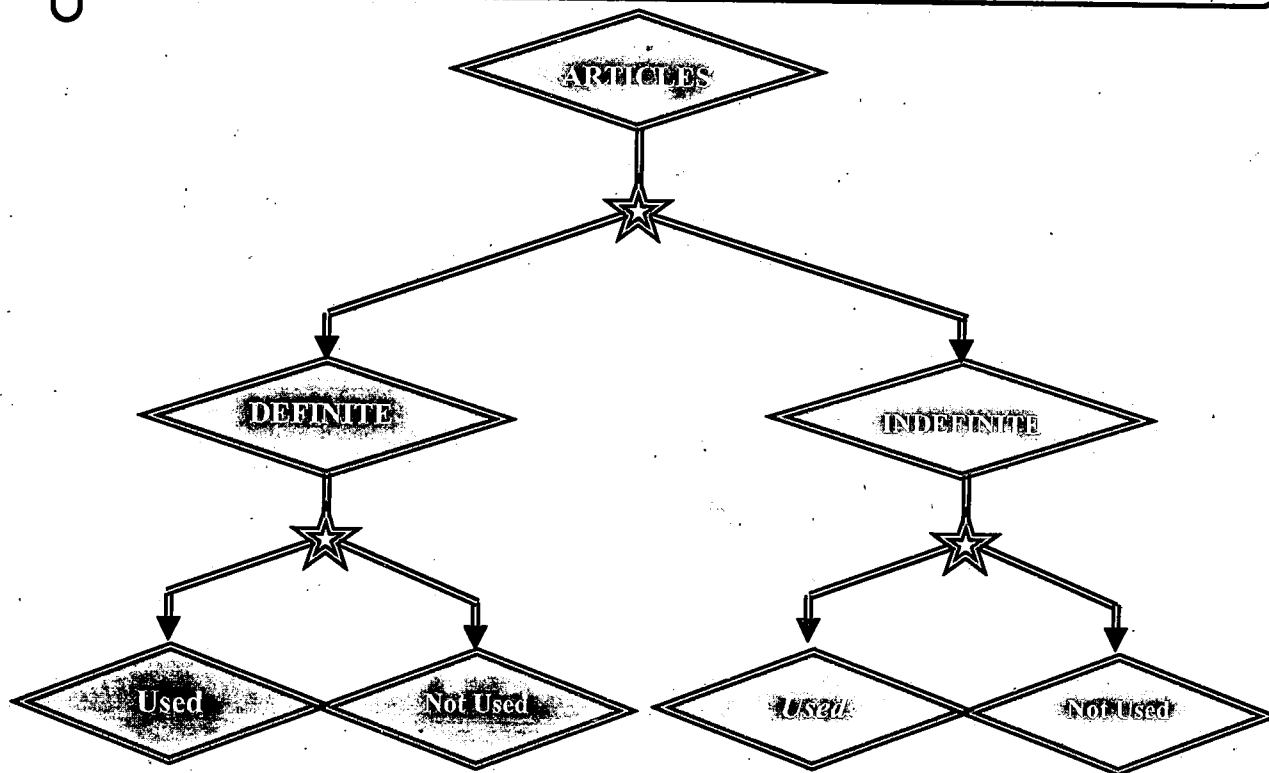


CUMULATIVE EXERCISE ON NOUN. Spot the error A, B, C or D.

1	The potato was <u>the staple</u> of Ireland, and when <u>the crop</u> failed, there was <u>mass starvations</u> . A B C D
2	<u>Shark</u> can run faster than any <u>other fish</u> because they <u>have no bones</u> . A B C D
3	<u>The sugars</u> that is refined from <u>sugar-cane</u> and <u>sugar-beet</u> tastes almost <u>the same</u> . A B C D
4	<u>Textiles industries</u> are as widespread as food <u>industries</u> because both <u>supply basic human needs</u> . A B C D
5	<u>Many animal species</u> are <u>totally colors</u> blind. A B C D
6	<u>Our skulls</u> is made up of <u>eight cardinal</u> and <u>fourteen facial bones</u> . A B C D
7	<u>Diamonds</u> which is about <u>40 times</u> as hard as <u>talc</u> made up of <u>pure carbon</u> . A B C D
8	About <u>two percent</u> of the <u>world's water supply</u> is <u>ices</u> . A B C D
9	<u>Brain waves patterns</u> <u>vary among</u> <u>different people</u> and in <u>different activities</u> . A B C D
10	Eohippus, <u>the ancestor</u> of <u>today's horse</u> first appeared <u>54millions years ago</u> . A B C D
11	<u>Lasers</u> are of great value <u>in the areas</u> <u>such as</u> communications and <u>Scientifics research</u> . A B C D
12	<u>Dinosaurs</u> are classified <u>as reptiles</u> , although <u>some appear</u> to have been <u>warms-blooded</u> . A B C D
13	<u>People should</u> <u>mind your own</u> <u>business</u> . A B C D
14	<u>Everyone of the players</u> would do <u>their</u> best to win the match. A B C D
15	<u>The baby</u> <u>had made up</u> <u>her mind</u> . A B C D
16	<u>The teacher</u> <u>as well as the students</u> <u>are</u> busy. A B C D
17	<u>Wages of sin</u> <u>are</u> <u>hell</u> . A B C D
18	<u>Horse</u> <u>is</u> a <u>faithful animal</u> . A B C D
19	<u>He is</u> <u>Ghalib</u> of <u>today</u> . A B C D
20	<u>The majority of people</u> <u>prefers</u> <u>T.V</u> to <u>Radio</u> . A B C D

ARTICLES
INTRODUCTION TO THE TOPIC AND PROBABLE MISTAKES

Articles “A, An, and The” are tested in the Entry Test. Sometimes article is omitted where it is required and sometimes it is un-necessarily used where it is not required. The wrong use of articles is also very frequent i.e. article “a” is used where “an” is required and “an” is used where “the” is required.



A, an, and the are called articles. There are two kinds of articles.

1
Indefinite Articles (A, An)

A and An are called indefinite articles because they leave indefinite the person we are talking about.
For example: I met a doctor. (Here, it may be any doctor and not the particular one).

2
Definite Article (The)

The is called definite article because it points out some definite (particular) person.
For example: I saw the doctor. (Here, it means a particular doctor).

**The Use of A or An**

1. The choice of A or An depends on sound. Before a word starting with a vowel sound and mute "h" we use "an" and before a word starting with constant sound, we use article "a" e.g. Ali is a tall person.

Examples: (i) This is an apple. (ii) He is an honest man.

2. For unknown persons, we use articles a/an.

Example: - A Mr. Shan taught us grammar.

Where used: - An uncle, an hour, an honor, an M.A.

Where not used: - University, European, union, house, type, sort, and kind.

3. In its original numerical sense of one

Example: i) I ate a banana ii) I ate an apple [Here, it means one banana and one apple.]

In the sense of "any"

Example: A student should obey his teacher. [Here, it means any student.]

To make a common noun of a proper noun.

Example: A Daniel came to Judgment. [Here, A Daniel a very wise man]

The Use of Article The

1. It is used to point to the already mentioned things.

For example:

A boy and a girl were sitting. (in general)

The boy was talking and the girl was silent. (in specific)

2. While speaking about a specific noun.

I have a friend. (in general).

The friend I have is very sincere to me. (in specific).

3. Before the ordinal numbers but not the cardinal ones.

Example: (i) The *third* World War. (ii) World War *three*.

4. Before the names of wars, ages, geographic areas and holy books.

Examples:

The Civil War, The Middle Ages, The Middle East.

5. Before proper nouns to represent the whole class.

Example: The horse is a faithful animal. [Here, it means the whole race of horses.]

6. Before the Proper Nouns (countries) which include the words like Republic and kingdom.

Example: The Untied Kingdom

7. Before the names of countries whose names consist of abbreviations.

Examples: The U.S.A, The U.S.S.R, The U.K

8. Here is list of some countries whose names contain definite article "The"

The Bahamas, The Cayman Islands, The Central African Republic, The channel Islands, The Comoros, The Czech Republic, The Dominican Republic, The Gambia, The Isle of Man, The Maldives, The Netherlands, The Philippines, The United Arab Emirates,

9. Before the names of unique objects.

Example: The sun, the sky, the earth,

10. Before comparative degrees of the adjective where there is a pair of them.

Example: The higher you go, the cooler it is.

11. Before the superlative degrees of the adjectives.

Example: These are the best notes.

12. Before the names of ships, planes, unique things, oceans, rivers, seas, gulfs, musical instruments, plural nouns of countries, mountain ranges, lakes, centuries, expression of time and place, superlative and comparative degrees of an adjective.

Examples:

The Titanic. The Concord. The Pacific Ocean. The Ravi River. The Black Sea. The Naple, The Flute, The United States. The Himalayas. The Great Lakes. The 21st century. The present. The East. The better (of the two). The best.

ARTICLE – where not used

1. Before the common nouns used in the widest sense and before the universal truths.

For Example: “~~The~~ Man is mortal,” said the old wise man.

2. Before proper, material and abstract nouns.

For Example: ~~The~~ Gold is a very precious metal.

3. Before the names of languages, relations.

For Example: ~~The~~ Urdu is our national language.

4. We do not use article “the” with the names of buildings after preposition “to”.

For Example: I go to ~~the~~ school everyday.

5. Before the names of relations like father, mother etc.

And also cook and nurse [meaning our nurse and our cook]

Examples: i. ~~The~~ Father gives me this. ii. ~~The~~ Nurse has given notice.

6. Before the positions / offices / designations that are normally held at one time by one person only

Examples: i. He was elected President

ii. He became Principal of the college in 2000.

**Let's do it****Choose the correct one. (Articles, Quantifiers and Determiners)**

1. A. Venice is the only city in the world completely free of the automobile.
B. Venice is only city in the world completely free of the automobile.
2. A. She got a first prize.
B. She got the first prize.
3. A. The steam engine was developed in the eighteenth century.
B. The steam engine was developed in eighteenth century.
4. A. All the art is interesting.
B. All art is interesting.
5. A. Bacteria exist everywhere in Nature.
B. Bacteria exists everywhere in the Nature.
6. A. Few people know as much about computers as Ahmed does.
B. A few people know as much about computers as Ahmed does.
7. A. No news is good news.
B. None news is good news.
8. A. How much years have you been living in New York?
B. How many years have you been living in New York?
9. A. A little knowledge is a bad thing.
B. Little knowledge is a bad thing.
10. A. I don't want some more help.
B. I don't want any more help.



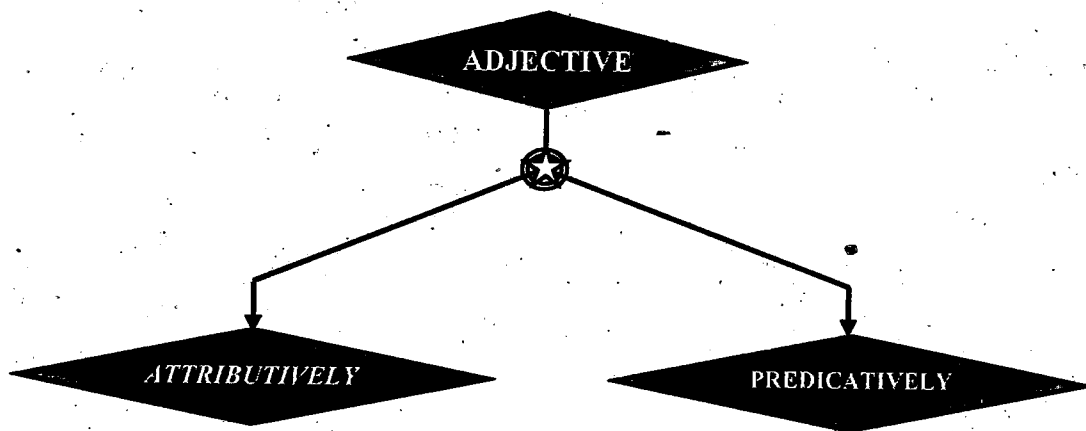
CUMULATIVE EXERCISE ON ARTICLES. Spot the error A, B, C or D.

1	The <u>watt</u> is <u>named</u> <u>after</u> <u>James Watt</u> , <u>the</u> <u>British Engineer</u> . A B C D
2	<u>Methane</u> is <u>odorless</u> <u>gas</u> and is <u>the</u> <u>main</u> <u>ingredient</u> of <u>natural</u> <u>gas</u> . A B C D
3	<u>The alcohol</u> acts as a <u>narcotic</u> <u>on</u> <u>the</u> <u>nervous system</u> and <u>the</u> <u>brain</u> . A B C D
4	Zachary Taylor <u>was</u> <u>first</u> <u>president</u> <u>from</u> <u>the</u> <u>western</u> <u>state</u> . A B C D
5	<u>Of</u> <u>all</u> <u>the</u> <u>boys</u> <u>Bob</u> <u>is</u> <u>strongest</u> . A B C D
6	<u>Land</u> <u>covers</u> <u>almost</u> <u>third</u> <u>the</u> <u>earth's</u> <u>surface</u> . A B C D
7	<u>Mr. Chips</u> <u>retired</u> <u>after</u> <u>the</u> <u>world</u> <u>war</u> <u>two</u> . A B C D
8	<u>In</u> <u>1271</u> <u>the</u> <u>Polos</u> <u>traveled</u> <u>to</u> <u>East</u> . A B C D
9	<u>The Muslims</u> <u>are</u> <u>being</u> <u>suspected</u> <u>in</u> <u>U.S.A.</u> . A B C D
10	<u>Titanic</u> <u>was</u> <u>devastated</u> <u>by</u> <u>an</u> <u>ice</u> <u>berg</u> . A B C D
11	<u>Valentine</u> <u>day</u> <u>is</u> <u>on</u> <u>fourteenth</u> <u>of</u> <u>February</u> . A B C D
12	<u>The</u> <u>sugar</u> <u>is</u> <u>sold</u> <u>by</u> <u>kilograms</u> . A B C D
13	<u>I</u> <u>am</u> <u>learning</u> <u>how</u> <u>to</u> <u>speak</u> <u>the</u> <u>English</u> . A B C D
14	<u>The</u> <u>new</u> <u>island</u> <u>was</u> <u>the</u> <u>ideal</u> <u>place</u> <u>for</u> <u>us</u> . A B C D
15	<u>Pelican</u> <u>Islands</u> <u>in</u> <u>Florida</u> <u>and</u> <u>Oregon</u> <u>Islands</u> <u>in</u> <u>Oregon</u> <u>are</u> <u>wild</u> <u>life</u> <u>refugees</u> . A B C D
16	<u>A</u> <u>broad</u> <u>expanse</u> <u>of</u> <u>sea</u> <u>with</u> <u>a</u> <u>large</u> <u>number</u> <u>of</u> <u>islands</u> <u>is</u> <u>called</u> <u>archipelago</u> . A B C D
17	<u>The</u> <u>most</u> <u>Coral</u> <u>Islands</u> <u>develop</u> <u>from</u> <u>reefs</u> . A B C D
18	<u>When</u> <u>the</u> <u>island</u> <u>of</u> <u>Surtsey</u> <u>was</u> <u>eighteen</u> <u>month</u> <u>old</u> , <u>a</u> <u>first</u> <u>green</u> <u>plant</u> <u>appeared</u> . A B C D
19	<u>I</u> <u>have</u> <u>read</u> <u>history</u> <u>of</u> <u>United</u> <u>States</u> . A B C D
20	<u>Bird</u> <u>flew</u> <u>into</u> <u>the</u> <u>class</u> <u>room</u> . A B C D

ADJECTIVES
INTRODUCTION TO THE TOPICS & PROBABLE

Adjectives are tested in the Entry Test. Sometimes the comparative degree is used in place of the superlative degree and vice versa. Whereas; sometimes the adjectives are compared unnecessarily.

The word adjective means "*added to*." So we may define an adjective as a word used with a noun to add something to its meanings.


USES OF ADJECTIVES

Adjective may be used in the following ways:

- a) Attributively
- b) Predicatively

Consider the following example:

- The *nice* teacher was teaching.

In this example, the adjective *nice* has been used along with the noun *teacher* and is said to be used *attributively*.

Consider the following example:

- The teacher was *nice*.

In this example, the adjective *nice* has been used along with the verb *was*, and forms a part of the predicate. Therefore, it is said to be used *predicatively*.



ADJECTIVES USED AS NOUNS

We can use adjectives as nouns: as,

a) As plural nouns showing a class of people

- The ^{Adj}*rich* ^N*People* should help the poor.
- The ^N*rich*. (= rich people) should help the poor.

b) As singular nouns showing some quality: as,

- The ^{Adj}*future* ^N*years* are unknown to us.
- The ^N*future* (= futurity) is unknown to us.

c) The adjectives derived from proper noun: as,

- The ^{Adj}*Pakistani* ^N*people* are hard working people.
- The ^N*Pakistanis* are hard working people.

d) Some adjectives are used as nouns only in plural: as,

- Our ^{Adj}*junior* ^N*students* are very good.
- Our ^N*juniors* are very good.

➤ *Note: The use of nouns as adjectives is very common in English: as,*

- When I lived in a ^N*village*, I saw a ^{Adj}*village* girl.
- I like ^N*computer* because I am fond of ^{Adj}*computer* games

POSITIONS OF ADJECTIVES

Adjective may be used in different positions.

a) *Immediately before a noun (when used attributively)*

- The ^{Adj} ~~kind~~ ^N ~~king~~ was killed.

b) *Adjective may be used after the verb (when used predicatively)*

- The ^N ~~king~~ was ^{Adj} ~~kind~~.

c) *Adjectives may be used after the nouns (when used in poetry)*

- ^N ~~Children~~ ^{Adj} ~~dear~~, was it yesterday?

d) *Adjectives may be used after the nouns (when several adjectives are attached to a noun)*

- The ^N ~~king~~, ^{Adj} ~~kind~~ and ^{Adj} ~~just~~ moved forward

e) *Adjective may be used after the noun (when some phrase is joined to the adjectives)*

- He was a ^N ~~man~~ ^{Adj} ~~rich~~ in resources. ^{Phrase}

f) *Adjective (worth + ing) is used immediately after the noun to lay emphasis*

- That was the movie worth watching.



IRREGULAR COMPARISONS

- *The following adjectives are compared irregularly, that is, their Comparative and Superlative degrees are not formed from the Positive ones.*

	POSITIVE	COMPARATIVE	SUPERLATIVE
1	Good, well	Better	Best
2	Bad, evil, ill	Worse	Worst
3	Little	Less, lesser	Least
4	Much	More	Most (quantity)
5	Many	More	Most (number)
6	Late	Later, latter	Latest, last
7	Old	Older, elder	Oldest, eldest
8	Far	Farther	Farthest
9	Nigh	Nigher	Nighest, next
10	Fore	Former	Foremost, first
11	Fore	Further	Furthest
12	in	Inner	Inmost, innermost
13	up	Upper	Utmost, uppermost
14	out	Outer, utter	Utmost, uttermost

The following is the normal order of Adjectives:

S. No	Group of Adjectives	Examples
1	Opinion (how good or bad?)	great, nice, wonderful, terrible, awful
2	Size (how big?)	large, tall, small, long, short
3	Other qualities	angry, fast, warm, important, famous, soft, wet, difficult
4	Age (how old?)	new, old, young,
5	Colour	pink, white, black, gray, green, red, orange, blue.
6	Origin (from where?)	Pakistani, Indian, Chinese
7	Material (made of?)	Plastic, steel, paper, etc.
8	Type (what kind?)	a mobile phone, <i>religious</i> party, <i>road</i> map, etc.
9	Purpose (what for?)	a <i>writing table</i> , a <i>dinning room</i>

DEGREES OF ADJECTIVES

An adjective has three degrees: -

1

THE POSITIVE OR THE ABSOLUTE

When there is no sense of competition at all.

Example: Mr. Clement is a good teacher.

2

THE COMPARATIVE

While comparing two things.

Example: Of the two theaters, the Rex has the better production

3

THE SUPERLATIVE

Where there is comparison among more than two things.

Example: Of all the three jokes, this is the best one.

Rule no. 1

The comparative and superlative degrees of one or two syllabic adjectives /wise/ are formed by adding -er and -est to the absolute (first degrees):

Absolute	Comparative	Superlative
Small	Small + er	Small + est
Low	Low + er	Low + est
High	High + er	High + est

Probable Mistakes:

More and Most may be used with two syllabic words.

Examples:

(i) He is more stronger than I. A (he is)
A B C D

(ii) This is the most strongest bond. C (strongest)
A B C D

Rule no. 2

The comparatives and superlatives of the adjectives of three or more syllabic words (beautiful) are formed by adding more and most to the absolute

Absolute	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Brilliant	More brilliant	Most brilliant
Intelligent	More intelligent	Most intelligent

Probable Mistakes:

-er and -est may be used in place of more and most to form the comparative and superlative degrees of more than two syllabic words.

Example: (i) Ronald is the intelligentest than Sharon. B (more intelligent)
A B C D

(ii) Arnold is the intelligentest of all the boys. B (most intelligent)
A B C D

Rule no. 3

The following is the list of the adjectives that do not follow the above-mentioned rules for the formation of the second and the third degrees.

Absolute	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Late	Later	Latest
Many/much	More	Most
Far	Farther	Farthest
	Further	Furthest
Old	Older	Oldest
	Elder	Eldest

Probable Mistakes:

The comparative and superlative degrees of irregular adjectives may be formed by the regular method of degree formation.

Examples:

(i) Of the two boys, Johny is gooder one.

D (the better one)

(ii) Of all the three boys, his writing was badest.

D (the worst)

Adjectives__Rules, Probable Mistakes: and Examples

Rule no. 4

The following table shows the difference between words for two and more than two.

For 2	For more than 2
Each other	One another
Neither	None
Either	Anyone
Both	All
Between	Among
2 nd degree	3 rd degree

Probable Mistakes:

The previous table may be used incorrectly.

Example: Both the boys divided it **among** themselves. C (between)

Rule no. 5

When two or more than two adjectives are used before a noun, we don't use comma to separate them.

Probable Mistakes:

Comma may be used to separate two adjective qualifying the same single noun

Example: Yesterday, I saw a long, shining car. C (long shining)

Rule no. 6

After the verbs of senses (smell, sound, look, taste and feel) we use **adjective** and not **adverb** (ending at ly).

Probable Mistakes:

“ly” may be used at the end of the adjective after the verb of senses.

Example: She says that butter tastes rancidly. D (rancid)

**Rule no. 7**

Some is used in positive sentences whereas any is used in negative and interrogative sentences.

Probable Mistakes:

Any may be used in positive and interrogative whereas some may be used in negative sentences.

Example: I do not have some friends. C (any)
A B C D

Rule no. 8

The adjectives such as

Junior, senior, prefer, refer, superior, inferior, prior, posterior, anterior are followed by preposition to but not than

Probable Mistakes:

Than or from may be used in place of 'to' after such adjectives as above

Example: We ought to respect those who are senior than us. D (to us)
A B C D

Rule no. 9

After the second degree of adjective, we use than instead of from

Probable Mistakes:

From may be used in place of than.

Example: Jackson is wiser from John. D (than)
A B C D

Rule no. 10

The comparative and superlative degrees take article the before themselves.

Probable Mistakes:

Article the may be omitted.

Example:

(i) The higher you go, cooler it is. C (the cooler)
A B C D

(ii) Ponam is prettiest of all. C (the prettiest)
A B C D

**Rule no. 11**

While comparing one thing with all the other things we use **than that of** or **than any other**.

Probable Mistakes:

Other may be omitted after **than any**.

Example: Mary's marks are greater than any student's. C (than any other)

A B C D

Rule no. 12

Pseudo comparison (false comparison)

Things should be compared with things and persons should be compared with persons only.

Probable Mistakes:

Things may be compared with persons or vice versa.

Examples:

(1) This kind of apples would be sweeter than Cortland. D (Cortland's)

A B C D

(2) John's climb to fame is more rapid than his brother. D (his brother's)

A B C D

Rule no. 13

Use of double adjective (comparative or superlative) is wrong.

Probable Mistakes:

Doubling of the same adjectives may be used.

Example:

(1) This is the most strongest bond. C (strongest)

A B C D

(2) Sharon is more wiser than Lucy. B (wiser)

A B C D

Rule no. 14

Some adjectives are incomparable. So the use of the any degree before them is wrong

Here is the list of some adjectives that are not compared.

Geometrical shapes (round etc)

Ideal, full, extreme, chief, entire, unique, perfect, preferable, complete, universal and favorite.

Probable Mistakes:

Comparative or superlative degrees may be used before incomparable adjectives

Example: Chaucer is the most ideal person in English literature. B (ideal)

A B C D

**Rule no. 15**

Before the regular adjectives we use **very** and before the adjectival participles, we use **much**.

Probable Mistakes:

Much may be used before regular adjectives and **very** may be used before adjectival participle

Example:

(1) Sylvia is much wise. C (very)

A B C D

(2) Jessica is very interested in literature. B (much)

A B C D

Exception

We can not use **much** before some of the following adjectival participles (tired, pleased delighted, Surprised, obliged etc)

Note: -

The “-ed” forms and the “-ing” forms of the verbs may also be used as adjectives and are called **Adjectival participles** and the others are called **regular adjectives**.

Rule no. 16

Less-(little, least) is used before measurable nouns whereas

Few-(fewer, fewest) is used before numerable nouns.

Probable Mistakes:

Few may be used before measurable nouns whereas **less** may be used before countable nouns

Example: I need no fewer than five kg sugar. B (less than)

A B C D

Rule no. 17

Old (older-oldest) for the people other than members of family whereas **elder** eldest for the members of the same family.

Probable Mistakes:

Old may be used before the members of same family.

Example: Mr. Shawn is the oldest of the Dodson family. C (eldest)

A B C D

**Rule no. 18**

Adjectives should be used first and adverb "enough" later on.

Probable Mistakes:

Adverbs may be used before adjectives.

Example: Emma said that tea was enough hot. D (hot enough)
A B C D

Rule no - 19

Farther is used for distance whereas further is used for time but both mean ahead.

Probable Mistakes:

Further may be used before distance and farther may be used before time.

Example: They could not travel any further D (any farther)
A B C D

Rule no. 20

Few is negative and means not many. A few is positive and means some.

The few means some but all of them in the same way

Little means not much

A little means some though not much.

The little means some but whole of that some

Probable Mistakes:

Little may be used instead of a little and vice versa. Few may be instead of a few and vice versa.

Example: There was little water in a pitcher. D (a little)
A B C D

Rule no. 21

Worth-seeing, worth -watching and all the worth + gerund (-ing) expressions are used after the noun they qualify.

Probable Mistake:

These expressions may be written before nouns.

Example: He told that it was the worth- watching movie. D (movie worthwatching)
A B C D

Rule no. 22

We use article the before the adjective 'whole' but after the adjective such as:

Both and all.

Probable Mistakes:

Article 'the' may be used after the adjective 'whole' and after the adjective such as:

Both and all.

Example: He told whole the story to her face. B (the whole)
A B C D

**Rule no. 23**

Too much is used to give negative meanings whereas **much too** is used to give positive meanings.

Probable Mistakes:

The above two expressions may be used interchangeably.

Example: Much too water spoils the plants. A (too much)

A B C D

The complete expression is **as + adjective + as**.

As + soon as

As + much as

As + many as

Probable Mistakes:

Above expressions may be used incompletely without ending **as**

Example: Playing the violin is not as difficult you think. C (as difficult as)

A B C D

Rule no. 24

In a simple comparison **like** is used before a **noun** or a **pronoun**.

But if a verb follows the noun and pronoun **as** must be used.

Probable Mistakes:

Like and **as** may be used interchangeably.

Example:

You play the cello with a bow as the violin. D (like the violin)

A B C D

You play the cello with a bow like you do with the violin. C (as)

A B C D

Rule no. 25

We use **no** after the **main verb** and **not** after the **auxiliary verb**

Probable Mistakes:

No and **not** may be used interchangeably.

Example: There is not reason to worry. B (no)

A B C D

Rule no. 26

As a general rule, "**Almost**" is followed by **all the**.

Probable Mistakes:

Example: Almost the states have a sales tax. A (almost all the)

A B C D

**RULE NO. 27**

Hyphenated adjectives are followed by singular verbs and auxiliary verbs. Moreover, we do not pluralize the second adjective after the hyphen.

Probable Mistakes:

Two hyphenated adjectives may be followed by plural verbs and auxiliary verbs or the second adjective after the hyphen may be pluralized.

Example:

Twenty-dollar were not a good amount for it

B (was)

A

B

C

D

A three years old boy was he.

A (A three year)

A

B

C

D

RULE NO. 28

The correct expression is **too + adjective + to.....**

Probable Mistakes:

So or such a may be used instead of too when an infinitive to follows.

Example: This brand is too expensive for buy. C (to)

A

B

C

D

RULE NO. 29

Before the absolute positive degree of an adjective, we use **very** but not **too** or **so**. However, "too" may be used in negative sense.

Probable Mistakes:

Very; too or so may be used interchangeably.

Example: On the plateau, the young seagull was too hungry. C (very)

A

B

C

D

RULE NO. 30

Like is used between two nouns being compared whereas **alike** is used after the two nouns compared but both **like** and **alike** have the same meanings.

Probable Mistakes:

Like may be used instead of **alike** and vice versa.

Example: Noble John and his son do not look like.

D (alike)

A

B

C

D

RULE NO. 31

We use **than** after **more** and **less**.

Probable Mistakes:

More and **less** may be used without **than**.

Example: The main library has more as ten thousand books. C (more than)

A

B

C

D



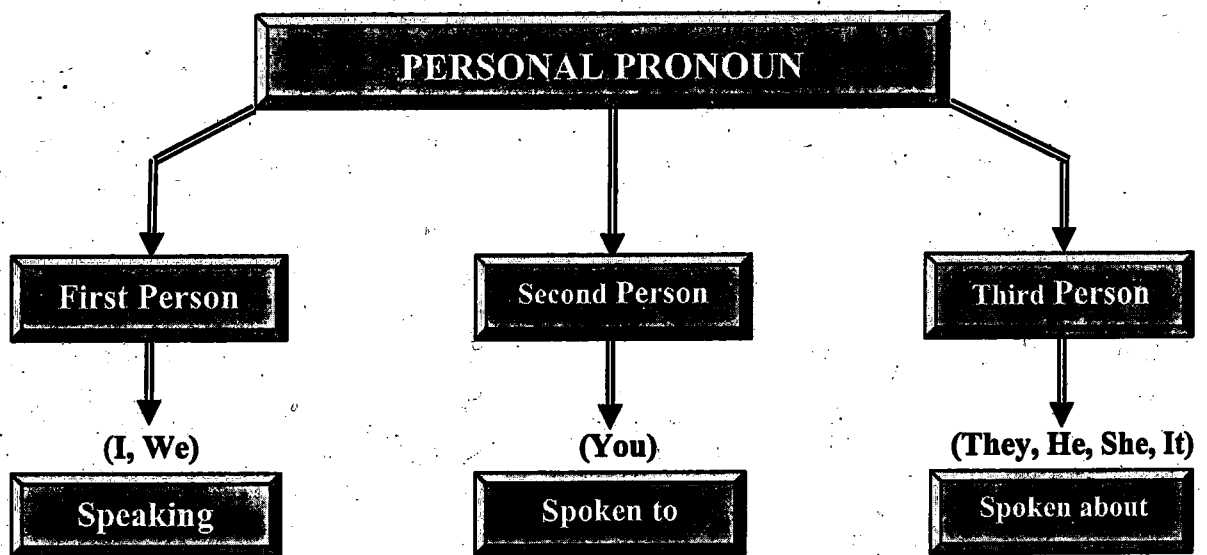
CUMULATIVE EXERCISE ON ADJECTIVES. Spot the error A, B, C or D.

1	The modern <u>cameras need only a few light</u> as compared with the earlier models. A B C D
2	<u>The mind experiences more unconsciouser</u> than <u>conscious</u> activity. A B C D
3	<u>This answer sounds queerly</u> . A B C D
4	<u>Henry's offer is not enough good</u> to be accepted. A B C D
5	<u>Sugar-cane contains not vitamin</u> . A B C D
6	<u>Joseph is the most activest of all</u> . A B C D
7	<u>The match between Pakistan and India</u> was not <u>excited enough</u> . A B C D
8	<u>Picasso can't be viewed without feeling badly about</u> the type of people portrayed. A B C D
9	<u>No fingerprint is exactly alike another</u> . A B C D
10	The words <u>in the summary of the poem</u> are <u>so ambiguous to be understood</u> . A B C D
11	<u>An usual treatment for the flu</u> is to drink <u>plenty of liquids</u> . A B C D
12	<u>As many 100 billion stars are in the milky way</u> . A B C D
13	<u>It is the world's largest group of islands</u> forming a <u>ten thousand islands chain</u> . A B C D
14	<u>Some property of lead</u> are <u>its softness and resistance</u> . A B C D
15	<u>The oxygen concentration in the lungs</u> is <u>higher than</u> in the blood. A B C D
16	<u>The narrower the lense diameter is</u> , <u>the more great the depth of the field is</u> . A B C D
17	<u>The news editor asked the reporter what the last news</u> was. A B C D
18	<u>The both friends liked the same girl to marry</u> . A B C D
19	<u>Ann is prettier from Pamela</u> . A B C D
20	<u>He was very interested in her</u> . A B C D

PRONOUNS
INTRODUCTION TO TOPIC & PROBABLE MISTAKE:S:

Pronouns are tested in the Entry Tests. The Probable Mistakes: are: The subjective case may be used in place of the objective case and vice versa. Incorrect pronoun may be used in place of certain noun. Relative pronoun who may be used in place of which/that and vice versa.

A word used instead of a noun is called a pronoun.



Subjective Case		Possessive Case or Genitive Case		Objective Case
Nominative Case		Possessive Adjective	Possessive Pronoun	Accusative Case
1 st	I	my	mine	me
	We	our	ours	us
2 nd	You	your	yours	you
3 rd	They	their	theirs	them
	He	his	his	him
	She	her	hers	her
	It	its	its	it



USE OF THE SUBJECTIVE CASES OF PRONOUN

Rule no. 1

As a general rule, we use the subjective cases of pronouns:

(I, we, you, they, he, she, it)

After certain words like: *be, is, am, are, was, were, than.*

Probable Mistake:

The objective cases of pronouns may be used.

1. The boy tells the girl that it is not him who has hurt her. C (he)

A B C D

2. The student admits that he is not wiser than me. D (I)

A B C D

USE OF THE OBJECTIVE CASES OF PRONOUN

Rule no. 2

After all the forms of verbs and prepositions, we use the objective cases of pronouns:

me, us, you, them, him, her, it.

Probable Mistake:

The subjective cases of pronouns may be used.

Model Example:

If anybody has any doubt, refer he to I. D (him to me)

A B C D

USES OF THE SUBJECTIVE AND OBJECTIVE CASES OF PRONOUN

RULE NO. 3

In the usual structure of a sentence, the subjective cases of pronouns are used before verbs whereas the objective cases of pronouns are used after the verbs. The following diagram explains this rule.

Model Exceptions

He is as confused as <i>me</i> .	<i>Incorrect</i>
He is as confused as <i>I</i> (am).	<i>Correct</i>
Who shall I blame?	<i>Incorrect</i>
Whom shall I blame?	<i>Correct</i>

**Possessive adjectives and possessive pronouns**

The car is Sally's.

If we want to substitute in a possessive pronoun to replace the noun *Sally's*, we'd merely write:

The car is hers.

This is clearly a possessive pronoun since we have taken out the possessive noun *Sally's* and replaced it with *hers*.

When you're trying to determine the difference between a possessive pronoun and a possessive adjective, a further example helps. If we want to use a possessive adjective, we might write:

That is her car.

Suddenly, instead of using a pronoun, we have used *her* to modify and further describe the noun *car*, *her* is an adjective in this case, indicating possession.

It can help you understand differences between a possessive pronoun and a possessive adjective when you see a list of those most commonly used.

Simple possessive pronouns include: *mine, his, hers, ours, theirs, your.*

Simple possessive adjectives include: *my, his, her, your, our, their.*

The terms *its* and *his* can stand either as possessive pronouns or possessive adjectives, but most words undergo a slight change. In general, with the exception of *his, its, my, mine* most possessive adjectives end in an *s*.

Let's do it

Tick the right one.

1	Mia left <i>her / hers</i> notebook on the bus.
2	The colorful picture of the flowers is <i>my / mine</i> .
3	The proud parents brought home <i>theirs / their</i> new baby girl.
4	William strummed <i>his / its</i> guitar and invited everyone to sing.
5	The computer quickly stores information on <i>it / its</i> huge memory.
6	These warm chocolate chip cookies melt in <i>your / yours</i> mouth.
7	Is <i>your / yours</i> seat belt always fastened?
8	The fluffy brown puppy is <i>their / theirs</i> .
9	<i>Their / theirs</i> hands shot up when the teacher asked for volunteers.
10	<i>Hers / Her</i> hand shot up when the teacher asked for volunteer.



Reflexive pronouns are formed by the addition of the suffix **self** (singular) or **selves** (plural) to simple pronouns such as *my, your, her, him, it, them and our*.

1. My	+ self	=	Myself
2. Our	+ self	=	Ourselves
3. Your	+ self	=	Yourself
4. Them	+ selves	=	Themselves
5. It	+ self	=	Itself
6. Her	+ self	=	Herself
7. Him	+ self	=	Himself

When the subject and the object refer to the same person, a reflexive pronoun is used for the object.

- I cut myself. (Here the subject and the object refer to the same person – I.)
- You cut yourself. (Here the subject and the object refer to the same person – you.)
- She cut herself. (Here the subject and the object refer to the same person – she.)
- The child cut itself.
- We cut ourselves.

Note: When **self** is used independently, it is a noun and not a pronoun.

- An honest man keeps his **self** free from all vices.
- One's **self** is always more important to one than anything else.

Emphatic Pronouns

When reflexive pronouns are used to put emphasis on a particular noun or pronoun, they are called emphatic pronouns.

- Ali **himself** told me this.
- I finished the job **myself**.
- The boys **themselves** admitted their mistakes.
- We **ourselves** witnessed the accident.

Notes:

The emphatic pronouns cannot be used as subjects. **It is therefore wrong to say:**

- John and myself went there.
- Herself swam in the river.
- I invited herself to tea.

The correct sentences are as follows:

- John and I went there.
- She swam in the river.
- I invited her to tea.

**Difference between reflexive and emphatic pronouns**

A pronoun is a reflexive one if the action of the subject reflects upon the doer.

Emphatic pronouns, on the other hand, are used to just emphasize the action of the subject.

- He cut himself. (**Reflexive**: here the subject and object refer to the same person.)
- He himself cut the cake. (**Emphatic**: here the emphatic pronoun himself merely puts emphasis on the pronoun he.)
- I spoke to the principal myself. (**Emphatic**) • You must blame yourself for the loss. (**Reflexive**)

Note that an emphatic pronoun can be removed from the sentence and the core meaning would not be affected. A reflexive pronoun, on the other hand, is indispensable. The sentence wouldn't make complete sense if you remove the reflexive pronoun.

Compare:

He himself cut the cake. He cut the cake.

He cut himself. He cut ...what?

You will have noticed that in the first pair of sentences, the core meaning doesn't change when the emphatic pronoun himself is removed from the sentence. In the second pair of sentences, the meaning changes or becomes incomplete when the reflexive pronoun is removed.

A trick to deciding whether a pronoun is Reflexive or Emphatic (intensive) is to take it out of the sentence and see if the meaning is changed. If it is not, you have yourself an Emphatic (intensive) pronoun.

Let's do it

Tick the reflexive or emphatic pronouns in the following sentences:

1	I will do it myself.	Emphatic / Reflexive
2	He was sitting by himself.	Reflexive / Emphatic
3	He himself made the remark.	Emphatic / Reflexive
4	I wash myself when I get up.	Reflexive / Emphatic
5	The boys fooled themselves.	Reflexive / Emphatic
6	We have got ourselves into a mess.	Emphatic / Reflexive
7	Susie killed herself.	Reflexive / Emphatic
8	I myself did the job.	Emphatic / Reflexive
9	I cannot bring myself to do it.	Reflexive / Emphatic
10	The poor woman poisoned herself.	Reflexive / Emphatic

**RELATIVE PRONOUN (who, which, that)**

Definition: We use the relative pronouns to refer to a noun mentioned before and of which we are adding more information. They are used to join two or more sentences and forming in that way what we call "relative sentences".

Relative pronouns

Who, Whom, That, Which
whoever, whomever, whichever

For example:

- People **who** speak two languages are called bilingual.
In this example, the relative "**who**" introduces the relative sentence "speak two languages" that describes or gives more information about the noun "people".

Relative pronouns: Subject or Object

As the relative pronouns relate to another noun preceding it in the sentence, they connect a dependent clause to an antecedent (a noun that precedes the pronoun.) Therefore, relative pronouns act as the subject or object of the dependent clause.

For example:

- The chef **who** won the competition studied in Paris.
* Here, "**who**" relates back to (or is relative to) the noun "Chef". "**Who**" also acts as the subject of the dependent clause and the verb "won".
 - The dependent clause: who won the competition.
 - The independent clause: The chef studied in Paris.
- The shirt **that** Carl bought has a stain on the pocket.
* Here, "**that**" relates back to (or is relative to) the noun "shirt". "**That**" is also the object of the verb "bought".
 - The dependent clause is: that Carl bought.
 - The independent clause: The shirt has a stain on the pocket.

Who, Whom**Referring to people:**

These pronouns take a different case depending on whether the relative pronoun is a subject or an object in the dependent clause.

1. Subjective case

Use the subjective case when these relative pronouns are the subject (initiating the action) of the dependent clause: **Who, Whoever**



For example:

- Negotiations were not going smoothly between the two leaders, **who** made no bones about not liking each other.
* "**Who**" relates back to the noun "leaders" and is the subject of the dependent clause and the verb "made".
- Most workers, **whoever** was not employed by the auto manufacturer, toiled at one of the millions of little minnow companies.
* "**Whoever**" relates back to the noun "workers" and is the subject of the dependent clause and the verb "was employed".

2. Objective case

Use the objective case when these relative pronouns are the object (receiving the action) of the dependent clause: **Whom, Whomever**

For example:

- This is the approach taken by journalists, **whom** some consider to be objective.
* "**Whom**" relates back to the noun "journalists" and is the object of the verb "consider". The subject of the dependent clause is "some".
- The three representatives, **whomever** the committee chooses, should be at the meeting tomorrow.
* "**Whomever**" relates back to the noun representatives and is the object of the verb "chooses". The subject of the dependent clause is "Committee".

Which/That

Referring to a place, thing or idea:

When using relative pronouns for places, things or ideas, rather than determining case, the writer must decide whether the information in the dependent clause is essential to the meaning of the independent clause or simply additional information.

When information is **critical** to the understanding of the main clause, use **That** as the appropriate relative pronoun and do not set the information off by commas.

For example:

- Russian generals have delivered a message **that** is difficult to ignore.
* "**That**" relates back to the noun "message" and is necessary for the reader to know what "message" the sentence is about.
- There is another factor **that** obviously boosts the reputation of both of these men.
* "**That**" relates back to the noun "factor" and is necessary for the reader to know what "factor" the sentence is about.

When information is **not critical** to the understanding of the main clause, use "**Which**" as the appropriate relative pronoun and set the information off by commas.

For example:

- The toughest intramural fight of all for Clinton was the North American Free Trade Agreement, **which** he undertook a full year before the 1994 election.
* "**Which**" relates back to the noun "agreement" and the information following it is not necessary for the reader to know what "agreement" the sentence is about.

- Clinton refused to head toward the center on affirmative action and abortion, **which** are the two most sacred issues to the traditional liberal wing of the party.
* "**Which**" relates back to the noun "affirmative action and abortion" and the information following it is not necessary for the reader to know what "affirmative action and abortion" the sentence is about.

When referring to more than one place, thing or idea use these relative pronouns:
Whatever, Whichever

For example:

- The three approaches, **whichever** works is fine, produce a more ambiguous picture of a man.
* "**Whichever**" relates to the noun "approaches" and the information contained within the commas is additional, not critical information.
- Any excessive profits, **whatever** exceeded accepted limits, would attract the notice of representatives.
* "**Whatever**" relates to the noun "profits" and the information contained within the commas is additional, not critical information.

OMISSION OF THE RELATIVE PRONOUN

When the relative pronoun is the subject of the adjective clause, it cannot be omitted

Example: The man **who** played the drum was from West Africa. (Subject)

On the other hand, if the relative pronoun is the object of the adjective clause, it can be omitted.

Example: The man **whom** I saw was a Native American. (Object)

The man I saw was a Native American.

The drumbeat **that** I heard was a signal. (object)

The drumbeat I heard was a signal.

The relative pronouns **whose, where, and whereby** cannot be omitted.

Sequoyab, **whose** alphabet for the Indian people consisted of 85 characters, was acclaimed a genius by his people. (Whose cannot be omitted)

That was the area **where** the tribe lived. (Where cannot be omitted)

Sequoyab devised an alphabet **whereby** all the different tribes could read a common language. (Whereby cannot be omitted)



Let's do it

Tick the right one.

1	My friend told me about a student <i>who / whom / which</i> has taken the MCAT test twice.
2	The professor <i>which / whom / whose</i> I talked to didn't know the answer to my question.
3	I am looking for a college program <i>who / whom / that</i> offers a lot of computer courses.
4	Some of the courses <i>who / whom / which</i> I took last semester have been very useful.
5	My friend <i>who / whom / which</i> is in my Networks class studies with me in the afternoon.
6	The class <i>who / whom / which</i> I didn't do well in was Programming.
7	You should always study the subjects <i>who / whom / which</i> you really like.
8	A person <i>who / whom / which</i> has a positive outlook will do well in life.
9	Computer Information Systems is the kind of major <i>who / whom / that</i> will guarantee a good job after graduation.
10	The courses are taught in the evening. The courses <i>who / whom / that</i> are taught in the evening are mostly graphic arts classes.

**Class room activity**

From question 1 – 5, spot the error.

1. It is really very kind of yours to help me.
A B C D
2. The penguin chicks can't go into water to get themselves own food units.
A B C D
3. Dreaming, like all other mental processes, it is a product of the brain.
A B C D
4. Ballpoint pens require a tiny, perfectly round ball for its tips.
A B C D
5. None of the two men panicked when the bomb blasted.
A B C D

From question 6 – 10, choose the correct option.

6. (A) Among we men, it was he who always acted as the interpreter.
(B) Among ourselves men, it was he who always acted as the interpreter.
(C) Among us men, it was he who always acted as the interpreter.
(D) Among ours men, it was he who always acted as the interpreter.
7. (A) The jaw structure of a snake permits it to eat and digest animals much larger than it.
(B) The jaw structure of a snake permits it to eat and digest animals much larger than itself.
(C) The jaw structure of a snake permits it to eat and digest animals much larger than it has.
(D) The jaw structure of a snake permits it to eat and digest animals much larger than its.
8. (A) He was the only media critic who I saw at the conference.
(B) He was the only media critic whose I saw at the conference.
(C) He was the only media critic whom I saw at the conference.
(D) He was the only media critic who's I saw at the conference.
9. (A) We don't understand why you object to him coming with us.
(B) We don't understand why you object to he's coming with us.
(C) We don't understand why you object to his coming with us.
(D) We don't understand why you object to he coming with us.
10. (A) Didn't you know that it was we who played the joke?
(B) Didn't you know that it was us who played the joke?
(C) Didn't you know that it was our who played the joke?
(D) Didn't you know that it was ourselves who played the joke?



CUMULATIVE EXERCISE ON PRONOUNS. Spot the error A, B, C or D.

1	I <u>you</u> and <u>they</u> <u>are fighting</u> <u>for a more worthy</u> cause. A B C D
2	<u>You he</u> and <u>I</u> <u>are enemies</u> <u>from this</u> day onward. A B C D
3	This is <u>the movie</u> <u>whom</u> I was <u>talking about</u> . A B C D
4	After the <u>departure</u> of <u>paramour</u> <u>the man</u> <u>lived by</u> him. A B C D
5	It is <u>really</u> very kind <u>of yours</u> to help me. A B C D
6	The <u>penguin</u> chicks <u>can't</u> go <u>into</u> the water to get <u>themselves</u> own food. A B C D
7	Balloons <u>rise</u> into the air because <u>they</u> <u>contain</u> a gas <u>who is</u> <u>lighter</u> than air. A B C D
8	Narwhal is <u>the only</u> animal in the world <u>that has</u> tusk on <u>only one</u> side <u>of it</u> body. A B C D
9	Silver is <u>mixed with</u> <u>another</u> metal to <u>make themselves</u> harder. A B C D
10	Most slugs and snails <u>use</u> a lung <u>which opens</u> through hole <u>in the side</u> of its bodies. A B C D
11	Every fuel <u>has</u> <u>their own</u> particular temperature <u>at which</u> it <u>begins</u> to burn. A B C D
12	Harriet, <u>she</u> <u>an escaped</u> slave, led more than <u>three hundred</u> slaves to <u>freedom</u> . A B C D
13	Dreaming <u>like all</u> other mental process. <u>It is</u> <u>the product</u> of the brain. A B C D
14	Snails produce a <u>colorless</u> sticky discharge <u>that forms</u> a carpet <u>as</u> <u>their</u> travel. A B C D
15	George <u>won</u> fame for his <u>agriculture</u> research <u>who</u> <u>involves</u> <u>work</u> with peanuts. A B C D
16	Enzymes <u>enable</u> virus to enter <u>cells</u> <u>in order</u> to <u>reproduce themselves</u> . A B C D
17	Jack London, <u>who was</u> <u>known</u> for his stories of Alaska, <u>lived</u> <u>there</u> . A B C D
18	<u>Who</u> shall I <u>blame</u> for this <u>loss</u> ? A B C D
19	<u>It's</u> paw <u>injured</u> the lioness <u>limped</u> down. A B C D
20	There is <u>really</u> no reason <u>of</u> you <u>becoming</u> so annoyed. A B C D

VERBS
IN THE ENTRY TEST, IT IS IMPORTANT TO KNOW THE PROBABLE MISTAKES

Verbs are tested in the Entry Test. Some of the Probable Mistakes are: **Regular** verb may be used in place of **irregular** verb and vice versa. **Agreement** mistakes and **preposition** mistakes are more frequent.

Rule no. 1

The following verbs require an infinitive (to – verb-I) in the complement.

agree	decide	hesitate	need	refuse
appear	demand	hope	offer	seem
arrange	deserve	intend	plan	tend
ask	expect	learn	prepare	threaten
claim	fail	manage	pretend	wait
consent	forget	mean	promise	want

Probable Mistake:

-ing construction may be used after these verbs.

Example:

They didn't plan buying a car. C (to buy)

A B C D

Rule no. 2

Following verbs require an **-ing** forms of verbs in the complements.

Admit	Deny	Miss	Recommend
Appreciate	Discuss	Postpone	Regret
Avoid	Enjoy	Practice	Risk
Complete	Finish	Quit	Stop
Consider	Keep	Recall	* Suggest
Delay	Mention	Regret	Tolerate, understand

Probable Mistake:

(to+verb-1) construction may be used after these verbs.

Example:

We enjoyed to talk with your friend.

A B C D

B (talking)

RULE NO. 3

The following are verb phrases that require **-ing** forms in the complements.

Approve of	Insist on
Can't help	Keep on
Count on	Look forward to
Don not mind	Object to
Forget about	Think about
Get through	Think of

Probable Mistake: Infinitive to +V-1 construction may be used after these verbs.

Example: We can't help to wonder why she left.

A B C D

B (wondering)

Rule no. 4

The verb know for ability is followed by how to.
Probable Mistake

Probable Mistakes:

How to may be omitted and the **-ing** construction may be used.
Example:

Example:

"Do you know to swimming?" she asks. C (how to swim)
A B C D

Rule no. 5

Used to is followed by the **first form of verb** if there is no **be form** (is, am, are, was, were, etc) and if there is a **be form** before **used to** we use **-ing form** after **used to**.

Probable Mistakes:

Probable Mistakes:

The **-ing** construction may be used in place of **to + V-1** construction and vice versa.

Example 1

is	am	used to	going to
He	was	used to	living there.

Example 2

S	BE	used to	live there.
He	x	used to	live there.

Example 3

I was used to get up early. (getting up)
A B C D

**Rule no. 6**

Had better and would rather are not followed by **to** or **the** past form of verb.

Probable Mistakes:

To or the past form of verb may be used after these words

Example:

(i) You had better to check the schedule. C (check)

A B C D

(ii) You had better don't go alone. C (not go)

A B C D

(iii) I would rather to drive the car. C (drive)

A B C D

Rule no. 7

Causative verbs.

The verbs that cause people or machines to do the things are called causative verbs.

Following are the causative verbs: **Make, get, help, have, let.**

Probable Mistakes:

An infinitive **to** or an **-ing** form may be used instead of the first form of verb after a person or thing.

Example:

She made the baby to map. D (map)

A B C D

Rule no. 8

Avoid using a **verb word** (the first form) instead of an **infinitive** (**to**) after a person in a causative with **get**. Also avoid using a **verb word** instead of a **participle** (third form) after things in a causative with **get**.

Examples:

(i) I want to get the house paint. D (painted)

A B C D

(ii) Let's get Ralph go with us. C (to go)

A B C D

RULE NO. 9

With causative '**have**', persons are followed by the **first form of verb** and things are followed by the **participle**. (third form).

Probable Mistakes:

With causative **have** persons may be followed by the **participle** (third form of verb) and things may be followed by **first form of verb**.

Examples:

(i) Tom had a tooth fill. D (filled)

A B C D

(ii) They had the lawyer to change their wills. C (change)

A B C D

**Rule no. 10**

Avoid using an **-ing** form instead of a **verb word** (first form) or **infinitive** (to-V+1).

Example:

Michael helped me getting this job.

C (to get)

A B C D

Rule no. 11

In future conditional, we have an expression.

If + present Indefinite, Future Indefinite

Probable Mistakes:

Future Tense may be used in the clause beginning with "if".

Example:

If water will freez, it will become a solid.

B (freezes)

A B C D

Rule no. 12

In past conditional sentences, we have an expression.

If + past indefinite \longrightarrow would + V - I or

If + past perfect \longrightarrow would have + V - III

Probable Mistake:

(i) **would** may be used in the clause beginning with **if**.

(ii) There may be **overlapping** of the above two formulas such as:

If + Past Indefinite \longrightarrow would have + V - III

If + Past Perfect \longrightarrow would + V - I

Examples:

(i) If you would come, I would go.

A (came)

A B C D

(ii) If you came, I would have gone.

B (had come)

A B C D

Note: - We may use **would/could/might** have interchangeably.

Rule no. 13

Remember that we always use **were** in contrary to fact (unreal past sentences).

Probable Mistakes:

The verb **was** may be used to make an agreement with the **subject**.

Example:

Would that spring was always!

C (were)

A B C D

**RULE NO. 14**

The following subjunctive verbs are used before **that** and the **verb word clause** to express importance.

Demand	Recommend
Desire	Request
Insist	Require
Prefer	Suggest
Propose	Urge

Probable Mistakes:

Auxiliary / model verb may be used before verb word.

Examples:

- (i) The doctor suggested that he should not smoke. D (he not smoke)
A B C D
- (ii) I propose that the vote is secret ballot. D (be secret)
A B C D
- (iii) She ignored the suggestion that she gets more exercise. C (she get)
A B C D

Rule no. 15

Need expresses necessity for repair or improvement and is followed by an **-ing** form or Need may be followed by **to be + third form of verb**.

Probable Mistakes:

Infinitive (to + V-I) may be used in place of an **-ing** form or an **-ing** form in place of participle (third form).

Example: These notes need to revise. D (revising / to be revised)

A B C D

Rule no. 16

Two or more than two singular nouns or pronouns joined by **and** require a plural auxiliary verb.

But, if the noun suggests **one idea** to the mind, or refers to the same person or thing, the verb is **singular**.

Probable Mistakes:

Singular auxiliary verb may be used instead of plural auxiliary verb and vice versa

Examples:

- (i) Time and tide wait for none. B (waits)
A B C D
- (ii) The novelist and poet are dead. D (is dead)
A B C D
- (iii) The rise and fall of the tide are due to lunar fluctuation. D (is)
A B C D

**Rule no. 17**

Either, neither, each, every one and *many a*, must be followed by singular verb.

Probable Mistakes:

Plural auxiliary verbs and first form of verbs without addition of s/es may be used after these words.

Example: Neither of them were there. C (was)

A B C D

Rule no. 18

Two nouns qualified by each or every even though connected 'by' and require a singular auxiliary verb and need addition of s/es with the first form of verb.

Probable Mistakes:

Plural auxiliary or first form of verb without the addition of s/es may be used.

Example: Each boy and each girl were given a prize. C (was)

A B C D

Rule no. 19

Two different auxiliaries require two different forms of verb.

Probable Mistakes:

Two different auxiliaries may be followed by the same form of verb.

Example: He never has and never will take such bold steps. A (never has taken)

A B C D

Rule no. 20

Carefully use the verbs Lay (Laid, Laid) is a transitive verb and is always followed by an object whereas, the verb Lie (Lay, Lain) is an Intransitive verb and cannot have an object.

Probable Mistakes:

Lay and Lie may be used interchangeably.

Examples:

(i) Lie the child down to sleep. A (Lay)

A B C D

(ii) Let me lay here. C (lie)

A B C D

Rule no. 21

The causative verb make is followed by an indirect object and first form of verb.

Probable Mistakes:

'To' may be used after the indirect object in active voice.

Examples:

(i) She made the boy to do the work. C (do)

A B C D

However, in passive voice, 'make' may be followed by to + V-1.

(ii) Khupill was made stand the whole day. C (to stand)

A B C D

**Rule no. 22**

The verb **make** is followed by article **a**.

Probable Mistakes:

Article **a** may be omitted after the verb **make**.

Example: Don't make lame excuse. B (make a)

A B C D

Rule no. 23

Some verbs such as enjoy, avail, avenge, absent take 'self' or "selves" form if not followed by any object.

Probable Mistakes:

Self form may be omitted after the verbs mentioned in the above conditions.

Example: They enjoyed during the whole night. B (enjoyed themselves)

A B C D

Rule no. 24

The verb **tell** is followed by an **indirect object** (me, him, her, etc) whereas the verb **say** does not take an indirect object.

Probable Mistakes:

A n indirect object may be omitted or used wrongly.

Example:

She told that she wouldn't come. A (she told me/him etc)

A B C D

Note: - Tell may not be followed by **to**.

Example: Andren told to me about her. B (told)

A B C D

Rule no. 25

The verb **want** should be used with a **to + V-1**.

Probable Mistakes:

It may be used with **that-clause** instead of a **to + Infinitive**

Example: I want that you should meet him at the earliest. B (you to meet)

A B C D

**Rule no. 26**

Dynamic verbs are followed by **dynamic prepositions** and **static verbs** are followed by **static prepositions**.

Note: - **Into, onto** are dynamic preposition whereas **in** and **on** are static prepositions. The words showing movement are called dynamic words and, the words showing no movement are called static verbs.

Probable Mistakes:

Dynamic verbs may be followed by static verbs and vice versa.

Example:

(i) The swimmer jumped in the river. C (into)

A B C D

(ii) The man was standing into the river. C (in)

A B C D

Rule no. 27

Certain words when used as a verb are not followed by any prepositions.

These words are:

Love, Hate, Reach, Resemble, Attack, Obey, Ask, Order, Marry, Throng etc.

Probable Mistakes:

These words may be followed by some prepositions.

Example: America attacked on Iraq. C (no preposition)

A B C D

Rule no. 28

The past participle cannot be used without some auxiliary verb.

Probable Mistakes:

The past participle (the third form of verb) may be used without some auxiliary verb.

Example:

The Police officer claimed that you drink too much liquor before you drove home last night.

B (had drunk) A B C D

Rule no. 29

As a general rule, we use **-ed** to form the 2nd and the 3rd forms of the **Regular verbs**. But, we don't use **-ed** to form 2nd and 3rd form of **irregular verbs**.

Probable Mistakes:

-ed may be added to form the 2nd and the 3rd forms of **irregular verbs** because of over generalization

Example: She has writed me many letters. B (has written)

A B C D

IDENTIFICATION OF TENSES WITH HELPING VERB AND FORM OF VERB
CHART-1 ACTIVE VOICE TENSES

Tenses	Simple	Continuous	Perfect	Perfect Continuous
<i>Present</i>	<i>V-I + s/es Do, Does(V-1)</i>	<i>Is, Am, Are -ing form</i>	<i>Has, Have V - III</i>	<i>Has been, Have been, -ing form</i>
<i>Past</i>	<i>V-II Did + V - I</i>	<i>Was, Were -ing form</i>	<i>Had V - III</i>	<i>Had been, -ing form</i>
<i>Future</i>	<i>Shall, Will V - I</i>	<i>Shall be, Will be -ing form</i>	<i>Shall have, Will have, V - III</i>	<i>Shall have been, will have been, -ing form</i>

CHART - 2 PASSIVE VOICE TENSES

Tenses	Simple	Continuous	Perfect	Perfect Continuous
<i>Present</i>	<i>Is, Am, Are +3rd form of verb</i>	<i>Is, am, are + being +3rd form of verb</i>	<i>Has, have + been +3rd form of verb</i>	<i>no change</i>
<i>Past</i>	<i>Was, Were +3rd form of verb</i>	<i>Was, were + being +3rd form of verb</i>	<i>Had been +3rd form of verb</i>	<i>no change</i>
<i>Future</i>	<i>Shall be, will be, +3rd form of verb</i>	<i>no change</i>	<i>Shall have been Will Have been +3rd form of verb</i>	<i>no change</i>

**Summary of Verb Tenses**

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a continuous form, indicating ongoing action; and each has a perfect continuous form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

	Simple Forms	Continuous Forms	Perfect Forms	Perfect Continuous Forms
Present	take/s	am/is/are taking	have/has taken	have/has been taking
Past	took	was/were taking	had taken	had been taking
Future	will/shall take	will be taking	will have taken	will have been taking

Simple Forms**Present Tense**

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Example	Meaning
The mountains <u>are</u> tall and white.	Unchanging action
Every year, the school council <u>elects</u> new members.	Recurring action
Pb <u>is</u> the chemical symbol for lead.	Widespread truth

Past Tense

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have **special past tense forms** which must be memorized.

Example	Form
World War II <u>ended</u> in 1945.	Regular -ed past
Ernest Hemmingway <u>wrote</u> "The Old Man and the Sea."	Irregular form

Future Tense

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb.



The speaker of the House will finish her term in May of 1998.

The future tense can also be expressed by using **am, is, or are with going to**.

The surgeon is going to perform the first bypass in Minnesota.

We can also use the **present tense form with an adverb** or adverbial phrase to show future time.

The president speaks tomorrow. (Tomorrow is a future time adverb.)

Continuous Forms

Present Continuous Tense

Present Continuous tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using **am/is/are** with the verb form ending in **-ing**.

The sociologist is examining the effects that racial discrimination has on society.

Past Continuous Tense

Past Continuous tense describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

The explorer was explaining the latest discovery in Egypt when protests began on the streets.

Future Continuous Tense

Future Continuous tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using **will be** or **shall be** with the verb form ending in **-ing**.

Dr. Jones will be presenting ongoing research on sexist language next weeks.

Perfect Forms

Present Perfect Tense

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in **-ed**. Irregular verbs have **special past participles** that must be memorized..

Example	Form
The researchers <u>have traveled</u> to many countries in order to collect more significant data.	At an indefinite time
Women <u>have voted</u> in presidential elections since 1921.	Continues in the present

**Past Perfect Tense**

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.
By the time the troops arrived, the war had ended.

Future Perfect Tense

Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb.
By the time the troops arrive, the combat group will have spent several weeks waiting.

Perfect Continuous Forms**Present Perfect Continuous**

Present perfect Continuous tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using **has/have been** and the **present participle** of the verb (the verb form ending in **-ing**).
The CEO has been considering a transfer to the state of Texas where profits would be larger.

Past Perfect Continuous

Past perfect Continuous tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **-ing**).
Before the budget cuts, the students had been participating in many extracurricular activities.

Future Perfect Continuous

Future perfect Continuous tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in **-ing**).
By the year 2020, linguists will have been studying and defining the Indo-European language family for more than 200 years.

**Difference between Simple Past and Past Perfect****For**

Simple Past	Past Perfect
2nd column of irregular verbs <i>Example: I spoke.</i>	<i>had</i> + 3rd column of irregular verbs <i>Example: I had spoken.</i>
regular verbs: infinitive + <i>ed</i> <i>Example: I worked.</i>	regular verbs: form of <i>have</i> + infinitive + <i>ed</i> <i>Example: I had worked.</i>

USE

We use Simple Past if we give past events in the order in which they occurred. However, when we look back from a certain time in the past to tell what had happened before, we use Past Perfect.

Normal order in the past or looking back to an event before a certain time in the past?

Do you just want to tell what happened some time in the past or do you want to tell what had happened before/up to a certain time in the past?

Simple Past	Past Perfect Simple
some time in the past <i>Example:</i> Jane got up at seven. She opened her birthday presents and then the whole family went to the zoo.	before/up to a certain time in the past <i>Example:</i> Before her sixth birthday, Jane had never been to the zoo.

Signal Words

Simple Past	Past Perfect Simple
<ul style="list-style-type: none">▪ first▪ then▪ ago▪ last	<ul style="list-style-type: none">▪ already▪ up to then▪ before that day▪ after

Note: "After" is only used as a signal word for Past Perfect if it is followed by a subject + verb, meaning that one action had been completed before another action began (the new action is in *Simple Past*).

Example:

After the family had had breakfast, they *went* to the zoo.

However, if "after" is followed by object + subject + verb, the verb belongs to the new action and is therefore in *Simple Past*.

Example:

After her visit to the zoo, Jane *was* exhausted.

**More exceptions with signal words****WHEN**

Depending on the situation, "when" can be used with *Simple Past* or Past Perfect. Compare the following examples:

Example:

When Jane *saw* the elephants, she *was* amazed. (*at the same time*)

When Jane had seen the elephants, she *wanted* to see the giraffes.

(*second action happened after the first action had been completed*)

When Jane *went* to see the elephants, she had already seen the lions.

(*second action had been completed when the first action took place*)

Before

"Before" as well can either be used with *Simple Past* or Past Perfect.

If the action after "before" is a new action, use *Simple Past*.

If the action after "before" started (and was not completed) before a certain time in the past, use Past Perfect. Compare the following examples:

Example:

Jane had read a lot about elephants *before she went* to the zoo.

Jane *went* to the zoo before she had finished reading her new book about elephants.

Let's do it

Put the verbs into the correct tense (*Simple Past* or *Past Perfect*).

1. My friend (eat) up all the biscuit we (bake).
2. The teacher (correct) the tests we (write).
3. I (give) them some of the candies I (buy).
4. My sister (see / not) the note that I (lay) on the kitchen table for her.
5. We (want) to watch a film that we (see / not) before
6. When my alarm clock (ring) in the morning, it (be) half past five.
7. After I (switch) the alarm clock off, I (turn) around and (fall) asleep again.
8. After an hour I (wake) up again.
9. When I (look) at the alarm clock, I (get) a fright - I (oversleep).
10. When I (come) into the kitchen, I (brush / already) my teeth.
11. When I (take / just) a few bites from my sandwich, I (hurry) to get dressed.
12. I (rush) out of the house before I (finish) my breakfast.
13. When I (reach) the bus stop, the bus (leave / already).
14. So I (start) to run.
15. I (run) about 1 km before I finally (catch) a taxi.
16. I (arrive) at the station just a few minutes before my train (depart).

**Present Perfect and Past Simple tenses**

We use the **Past Simple tense** to talk about a definite finished time in the past. For example: *when, yesterday, last week, when I was at school, then, after etc.*

Examples:

I finished university three years ago.

Where did we first meet?

I didn't study French at school.

We use the **Present Perfect tense** with time references that refer to the time up to now. For example: *today, this week, this month, ever, never, already, recently, yet etc.*

Examples:

I haven't seen her today.

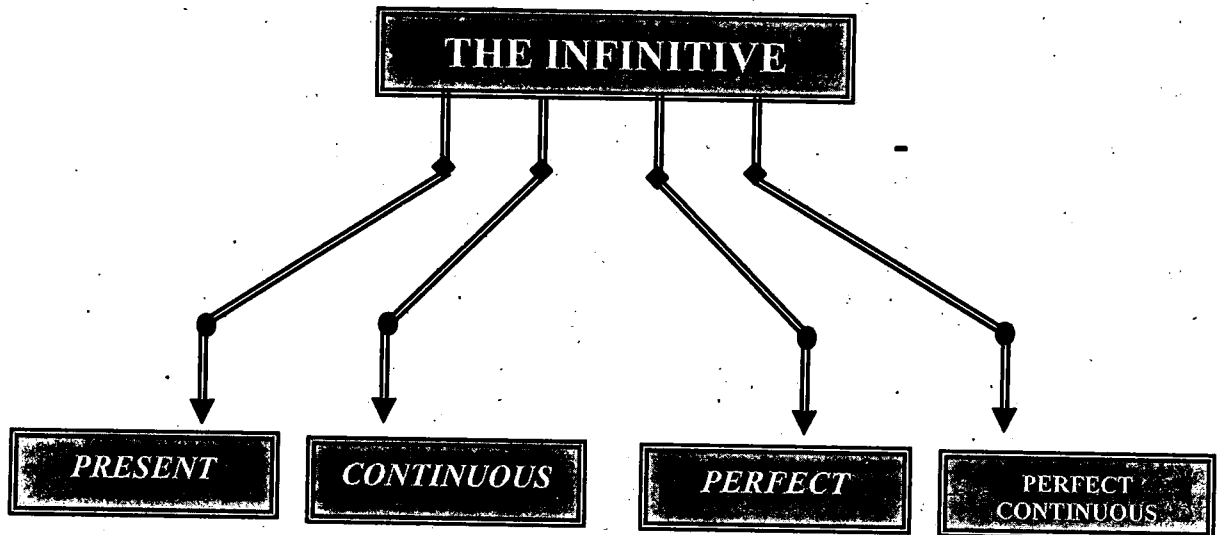
Have you ever smoked a cigarette?

I have never been abroad before

Present Perfect and Past Simple**Let's do it**

Choose the most suitable tense - the **Present Perfect** or the **Past Simple**.

1. (A) She has studied very well at school.
(B) She studied very well at school.
2. (A) Have you ever visited Italy?
(B) Did you ever visit Italy?
3. (A) Thomas Edison has invented the light bulb.
(B) Thomas Edison invented the light bulb.
4. (A) How long have you had this job?
(B) How long did you have this job?
5. (A) I have never smoked a cigarette ever since.
(B) I didn't smoke a cigarette ever since.
6. (A) Charlie Chaplin has made a lot of films.
(B) Charlie Chaplin made a lot of films.
7. (A) When have you last been to the cinema?
(B) When did you last go to the cinema?
8. (A) It's the best car I've ever had.
(B) It's the best car I ever had.
9. (A) How many times have you been married?
(B) How many times were you married?
10. (A) We haven't had lunch yet.
(B) We didn't have lunch yet.


DEFINITION: -

The term *INFINITIVE* is applied to "The basic form of verb may or may not be preceded by 'to'."

It is timeless which has no tense, no singular or no plural. It can be used as a noun, an adjective or an adverb.

- The *infinitive* may be *active* or *passive*.

ACTIVE

PRESENT	to love
CONTINUOUS	to be loving
PERFECT	to have loved
PERFECT CONTINUOUS	to have been loving

PASSIVE

PRESENT	to be loved
PERFECT	to have been loving

SIMPLE INFINITIVE

- The *infinitive*, when used like a *noun*, may be called *Simple Infinitive*

**USE OF INFINITIVE**

- (1) *As the subject of a verb;*
- ^S
To err is human.
- (2) *As the object of a transitive verb;*
- He ^V likes ^O to read.
- (3) *As the complement of a verb;*
- His aim ^V is ^O to love.
- (4) *As the object of a preposition;*
- The teacher is ^{Prep} about ^O to begin.
- (5) *As an objective complement.*
- I saw him ^O go.

GERUNDIAL OR QUALIFYING INFINITIVE

- The infinitive, when it shows some purpose or qualifies some noun, verb or whole sentence, may be called qualifying or gerundial infinitive.

USE OF GERUNDIAL OR QUALIFYING INFINITIVE

- The Gerundial or qualifying infinitive can be used ---

(1) To qualify a verb, usually to express purpose:

Exp: we eat to live. (Purpose)

(2) To qualify an adjective. (Usually to do the work of an adverb)

^{Adj} ^{Adv}
Exp: Mangoes are good to eat.

(3) To qualify a noun.

^N
Exp: This is high time to work.

(4) To qualify a sentence. (Absolutely)

Exp: To tell the truth, he is not a gentle man.

**MORE ABOUT THE INFINITIVE**

An infinitive is a non-finite form of verb may or may not be preceded by particle "to". It is timeless which has no tense no singular or no plural. It can be used as a noun, an adjective or an adverb.

<i>Infinitive as a noun</i>	<ul style="list-style-type: none"> • <u>To err</u> is human. (Subject) • I want <u>to go</u>. (Object) • He is <u>to go</u>. (Complement)
<i>Infinitive as an adverb</i>	<ul style="list-style-type: none"> • He seems sad <u>to go</u>. (Adverb) • We eat <u>to live</u>. (Purpose)

The Infinitive 'with to' and 'without to'**The to-Infinitive**

- 1) After an adjective.**
It's nice to have a place of your own.
- 2) After a noun.**
I must take a book to read. (= a book that I can read)
- 3) With be able to, be about to, be allowed to, be going to, have to, ought to, be supposed to and used to.**
We aren't allowed to park here. The game is about to start.
We're going to buy a camcorder. We have to fill in a form.
- 4) After some verbs, e.g. decide, hope, manage and offer.**
Tom decided to leave early. I hope to see you soon.
Did you manage to sort out the problem? Henry offered to pay for the meal.
- 5) After some verbs + object.**
Laura persuaded him to put up some shelves.
I want you to do something for me.
- 6) After for + object.**
We have arranged for you to visit out office.
It is important for students to register with a doctor.
- 7) After a question word.**
We don't know where to leave our coats.
This book tells you how to train race horses.
- 8) To say why.**
Mark went out to play golf.

**The infinitive without to**

1) After can, could, may, might, must, needn't, shall, should, will and would

- We could go to a nightclub. I must speak to the manager.
- It might rain later. Sarah will be away for three days.

2) After had better and would rather.

It's cold. You'd better wear a coat. I'd rather listen to Evils than the Beatles.

3) After make + object and let + object

The programme was funny. It really *made me* laugh.

Ali will be here at five. His boss is going to *let him* leave work early.

4) After see or hear + an object

They *saw the light* come on. We all *heard the bomb* go off.

Help

An infinitive after help can be with or without to.

Can I help (to) get the tea?

Vicky helped me (to) choose a present.

VERB + to-infinitive

After some verbs we can use a to + infinitive

Examples:

- I expect to get good marks.
- She agreed to work with me.
- I can't afford to do it.

Note: - We can use "not" before the to + infinitive.

Examples:

- She has decided not to get married.
- I managed not to lose my temperament.

**The infinitive without to**

1) After **can, could, may, might, must, needn't, shall, should, will** and **would**

- We **could** go to a nightclub. I **must** speak to the manager.
- It **might** rain later. Sarah **will** be away for three days.

2) After **had better** and **would rather**.

It's cold. You'd **better** wear a coat. I'd **rather** listen to Evils than the Beatles.

3) After **make + object** and **let + object**

The programme was funny. It really **made me** laugh.

Ali **will** be here at five. His boss is going to **let him** leave work early.

4) After **see or hear + an object**

They **saw the light** come on. We all **heard the bomb** go off.

Help

An infinitive after **help** can be with or without **to**.

Can I **help** (to) get the tea?

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VERB + to-infinitive

After some verbs we can use a **to + infinitive**

Examples:

- I expect to get good marks.
- She agreed to work with me.
- I can't afford to do it.

Note: - We can use "**not**" before the **to + infinitive**.

Examples:

- She has decided not to get married.
- I managed not to lose my temperament.

**VERB + OBJECT + to-infinitive**

Some verbs can take an object + to-infinitive

Example:

S-No	Subject	Verb	Object	to-infinitive
i	The teacher	asked	the student	to read
ii	I	convinced	her	to come
iii	It	took	ages	to download

Here are some verbs that can be used in this structure:

ask	beg	encourage	help	mean	remind
allow	cause	expect	intend	order	recommend
advise	enable	force	invite	take	teach
tell	want	forbid	urge	suggest	convince

Question word + to-infinitive

Structure with *what to do*, *where to go* etc.

➤ Before the question word we can use a verb such as:

ask	discover	explain	forget	learn	say	understand
decide	discuss	find out	know	remember	think	wonder

Examples:

- I couldn't *think* **what to do**.
- I don't *know* **where to park** the car.
- I want to *know* **how to work** the computer.
- I have *decided* **when to leave** the class.

➤ Sometimes, there is a **verb + object** before the question word.
In this structure we can use:

advise	ask	show	teach	Tell
--------	-----	------	-------	------

**EXAMPLES:**

- He showed me how to change a wheel.
- He told us when to be back.
- He taught us where to use these tricks.
- He advised her how to escape.

- Before the question word we can also use the adjectives: *Clear, obvious and sure* and the expression like *have an idea* and *make up your mind*.

Examples:

- I wasn't sure who to ask for help.
- She doesn't have much idea how to cook.

- A preposition (e.g. of) can also come before the question word.

Examples:

- There's the question of who to invite to the reception.
- You are informed about what to do in the function.

Question words why, what, whose, which, whether

- We cannot use why before a to-infinitive.

No one could explain <u>why to wait</u>	Incorrect
No one could explain <u>why we had to wait</u>	Correct

- After what, which, whose, how many, how much, we can use a noun.

Examples:

- They were discussing what colour to paint the wall with.
- We wondered whose story to believe.
- It's difficult to know how much language to take with you.

- We can use whether but not if.

We shall have to decide <u>if to go</u> ahead.	Incorrect
We shall have to decide <u>whether to go</u> ahead or not.	Correct

**ADJECTIVE + to-infinitive**

We can use a to-infinitive (to be) after an adjective.

- An adjective + to-infinitive often comes in this structure with it + be.

Examples:

- It's important to look before you leap.
- It's lovely to see you.
- It's safe to use it.
- It's silly to make a fuss.

However, the subject can also be a person.

Examples:

- I am delighted to see you. We are ready to start now.
- After some adjectives, we can also use for + object + to-infinitive.
For Example: It's important for the drivers to take care.
- After an adjective describing how some one behaves (e.g. polite, silly) we can use of.
For Example: It is so nice of you to help me. It was so silly of here to forget the tickets.

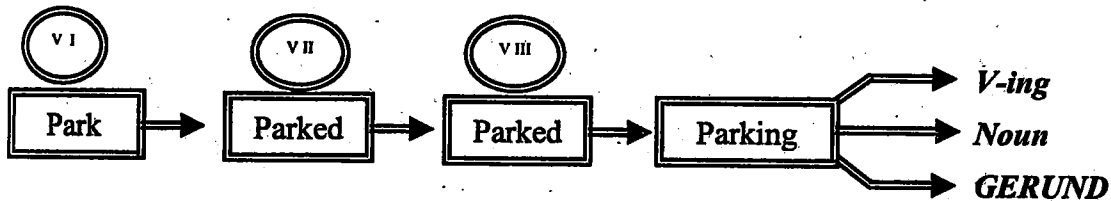
List of adjectives followed by to-infinitive

A list of common adjectives expressing a judgement or an emotion or desire.

apt	clever	disappointed	heartless	painful	right	thoughtless
absurd	considerate	embarrassed	honest	Pleased	rude	thrilled
amazed	content	excited	horrified	lucky	shocked	welcome
bold	courageous	fair	happy	polite	silly	wicked
brave	cowardly	fit	impudent	possible	slow	willing
bound	crazy	foolish	intelligent	presumptuous	smart	wise
bright	cruel	fortunate	kind	prompt	sorry	wonderful
careless	difficult	good	liable	proud	spiteful	wrong
certain	delighted	gratified	likely	qualified	stupid	eager



GERUND OR VERBAL NOUN



Definition: The “-ing form” of a verb that is used as a noun is called Gerund or Verbal Noun.

Example: Smoking, Cheating, Talking.

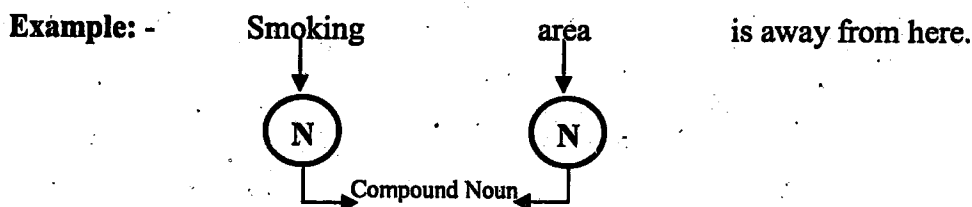
Question: Why is Gerund also called a Verbal Noun?

Answer: It is called so because it is formed from a verb.

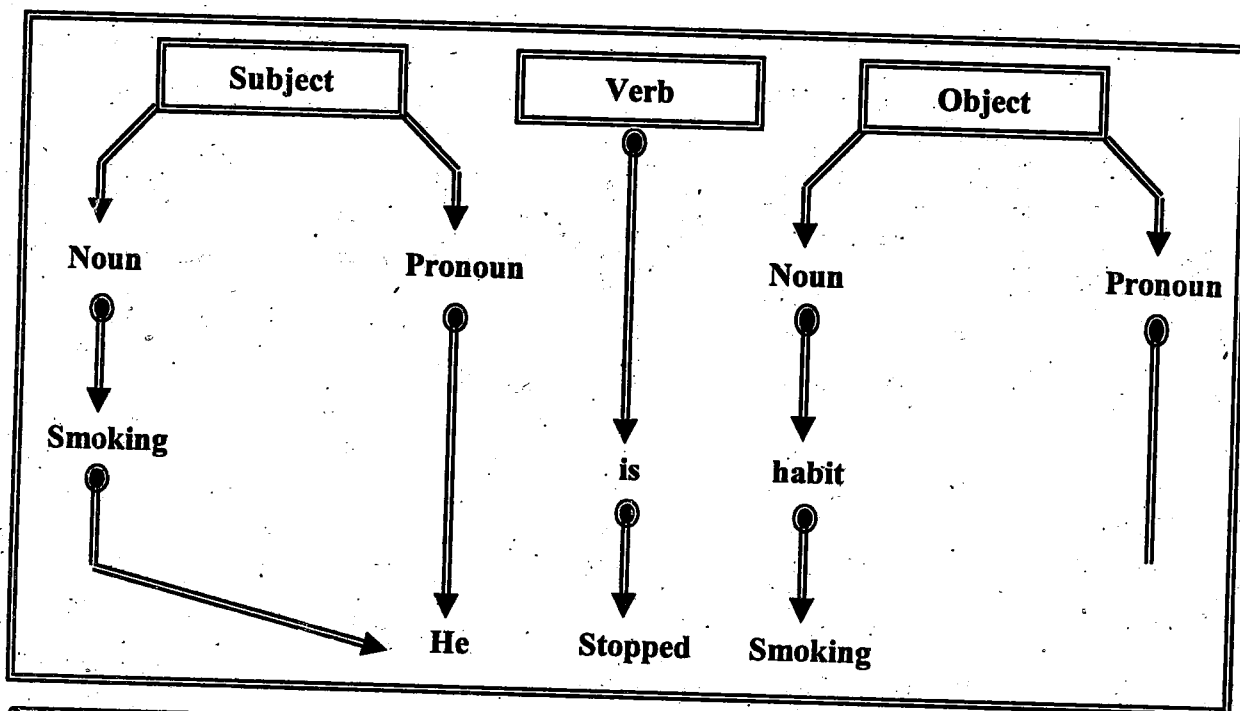
SIX USES OF GERUND OR VERBAL NOUN

1	Gerund or a Verbal Noun is used a <i>subject</i> . Example: <u>Smoking</u> is a habit.
2	Gerunds or a Verbal Noun is used as an <i>object of a verb</i> . Example: Ali stopped <u>smoking</u> .
3	Gerunds or a Verbal Noun is used as an <i>object of a preposition</i> . Example: Ali was accused of <u>smoking</u> .
4	Gerunds or a Verbal Noun is used as a <i>complement</i> . Example: His habit is <u>smoking</u> .
5	Gerunds or a Verbal Noun is used a <i>Noun in Apposition</i> . Example: The bad habit, <u>smoking</u> , caused his death.
6	Gerunds or a Verbal Noun is used as a <i>part of a Compound Noun</i> . Example: <u>Smoking area</u> is away from here.

DIAGRAM OF COMPOUND NOUN



Note: The Noun that consists of two nouns is called Compound noun.



MORE ABOUT GERUND OR VERBAL NOUN

- A GERUND is a term applied to that form of a verb that ends in “ing” and does the work of a noun. A **GERUND** can be referred to by the word “it”.

Example:

Walking is a good exercise. It is one of my habit children need loving. It is a basic requirement

- **GERUND** is a form, which has the suffix “-ing” and is used like a noun. *Gerund* resembles present participle (the -ing form of verb) but it does not acts as a main verb. A modifier that is used before a **GERUND** is usually in its adjective form:

Example:

Melodious singing is enjoyable.

- A modifier that is used after a **GERUND** is usually in its adverb form:

Example:

Singing melodiously is enjoyable.

- The **GERUND** may have an expressed subject, which comes before **GERUND**. The subject of a **GERUND** is usually in genitive (possessive) form.



Examples:

1	John's singing is enjoyable.
	"John's" is the subject of "singing".
2	His singing is enjoyable.
	"His" is the subject of "singing".

- When the subject of a **GERUND** is a word group, the sign of genitive ('s or ') is often omitted.

Examples:

i	She remembered the children's talking.
ii	She remembered the children in school talking.
iii	She remembered their talking.

- Sometimes, there is no subject immediately before a **GERUND**. In that case, the "Contextual Subject" for the **GERUND** is supplied from the context. It may be specific or generalized.

Example:

- *Singing* is enjoyable.

[The contextual subject of "singing" is generalized]

Here it may be any body or any thing.

- The word "**to**" may function either as a true preposition or as the sign of a preposition. Here is the test that is sometimes helpful: Replace the verb form by a noun, which does not end in "**-ing**". If the "**to**" is not retained, it is the sign of the infinitive: if the "**to**" is retained, it is a true preposition.

- *Roger wanted food.*

Roger wanted to eat. [The "**to**" is a sign of the infinitive]

- *Ralf objects to the trip.*

Ralf objects to going. [The "**to**" is a true preposition]

- After the words "**used to**" and "**accustomed to**", Use the *gerund* if there is some verb before these expressions.

Example:

- He is **accustomed to wearing** good clothes.
- I've become **accustomed to speaking** English.
- Have the politician got **accustomed to cheating**.



- For "Used", try this test: in an affirmative statement, if "used" is immediately preceded by a subject, use the infinitive; otherwise, use the Gerund. Turn a question into a statement, and then apply the test.

Example:

- I used to think English was easy.
- Did you use to think English was easy?
- [You used to think.....]
- We are used to seeing women in advertisement.
- Are you used to riding a horse?
- [You are used to riding a horse]
- Joseph became used to cramming.
- Have you got used to drinking?

1	I remember _____ the Queen in London. a. meet b. to meet c. meeting d. to meeting
2	Did you remember _____ the letter? a. post b. to post c. posting d. to posting
3	I'm not used _____ up this early. a. get b. to get c. getting d. to getting
4	I used _____ to the cinema a lot. a. go b. to go c. going d. to going
5	I regret _____ Mary about the wedding. a. tell b. to tell c. telling d. to telling
6	Mrs Jones, I regret _____ you that your credit limits have been exceeded. a. inform b. to inform c. informing d. to informing
7	Stop _____ this terrible noise at once! a. make b. to make c. making d. to making
8	I wanted to stop _____ some presents, but we didn't have enough time. a. to b. to buy c. buying d. to buying
9	Look, it's starting _____. a. rain b. to rain c. raining d. to raining
10	I started _____ English when I was four. a. learn b. to learn c. learning d. to learning



Class room activity

From question 1 – 10, spot the error.

1. A million rupees are a lot of money to keep under a pillow.
A B C D
2. Neither of the two candidates who had applied for admission to the Civil Engineering
A B C
Department were eligible for scholarship.
D
3. The major obstacle are pedestrians' crossing other than instructions.
A B C D
4. The most interesting of cases are compulsory reading for all would-be surgeons.
A B C D
5. After all, Elizabeth is the strongest candidate for the job because her looks, experience,
A B
and natural intelligence invites voters to cast their ballots for her.
C D
6. A new automobile needs to tune up after the first five thousands miles.
A B C D
7. Until recently, women were forbidden by law from owning property.
A B C D
8. Rubber is a good insulator of electricity, and so does glass to make either a preliminary
A B C D
outline or a rough draft.
9. Last year Americans had spent six times as much money for pet food as they did for baby food.
A B C D
10. She sometimes wishes that her home is as large as her sister's.
A B C D



Class room activity

From question 11 to 20, choose the correct option.

11. (A) Each one of the dogs in the show require a special kind of diet.
(B) Each one of the dogs in the show are required a special kind of diet.
(C) Each one of the dogs in the show is require a special kind of diet.
(D) Each one of the dogs in the show requires a special kind of diet.
12. (A) Four weeks is the amount of time concrete takes to reach its full strength.
(B) Four week is the amount of time concrete takes to reach its full strength.
(C) Four weeks are the amount of time concrete takes to reach its full strength.
(D) Four weeks be the amount of time concrete takes to reach its full strength.
13. (A) One of the most influential Middle Eastern newspapers, *The Pyramids*, was established in Egypt in 1875.
(B) One of the most influential Middle Eastern newspapers, *The Pyramids*, were established in Egypt in 1875.
(C) One of the most influential Middle Eastern newspapers, *The Pyramids*, established in Egypt in 1875.
(D) One of the most influential Middle Eastern newspapers, *The Pyramids*, were to establish in Egypt in 1875.
14. (A) The prime minister, together with cabinet members, exercise executive power.
(B) The prime minister, together with cabinet members, are exercise executive power.
(C) The prime minister, together with cabinet members, exercises executive power.
(D) The prime minister, together with cabinet members, is exercise executive power.
15. (A) That it is birds migrate long distances is well-documented.
(B) That birds migrate long distances is well-documented.
(C) Birds that migrate long distances is well-documented.
(D) It is that birds migrate long distances is well-documented.



16. (A) In 1970, the Canadian scientist George Kell proved that warm water freezes more quickly than cold water.
(B) In 1970, the Canadian scientist George Kell proving that warm water freezes more quickly than cold water.
(C) In 1970, the Canadian scientist George Kell proves that warm water freezes more quickly than cold water.
(D) In 1970, the Canadian scientist George Kell prove that warm water freezes more quickly than cold water.
17. (A) Psychologists believe that incentives make us want to increase our productivity.
(B) Psychologists believe that incentives make us to want to increase our productivity.
(C) Psychologists believe that incentives makes us want to increase our productivity.
(D) Psychologists believe that incentives make us wanting to increase our productivity.
18. (A) Having reached his first birthday, a baby should, without the help of an adult, to be able to sit or even stand up.
(B) Having reached his first birthday, a baby should, without the help of an adult, be able sit or even stand up.
(C) Having reached his first birthday, a baby should, without the help of an adult, being able to sit or even stand up.
(D) Having reached his first birthday, a baby should, without the help of an adult, be able to sit or even stand up.
19. (A) The results of the exam will announce tomorrow.
(B) The results of the exam are being announced tomorrow.
(C) The results of the exam will be announcing announce tomorrow.
(D) The results of the exam are announcing tomorrow.
20. (A) If she would eat fewer sweets, she would lose weight.
(B) If she would have eaten fewer sweets, she would lose weight.
(C) If she had eaten fewer sweets, she would lose weight.
(D) If she ate fewer sweets, she would lose weight.



CUMULATIVE EXERCISE ON VERBS. Spot the error A, B, C or D.

1	<u>In the entire history of the solar system, thirty billion planets</u> may <u>has been</u> lost. A B C D
2	<u>Khipil was made stand</u> for the whole day. A B C D
3	<u>Rubber is a good insulator of electricity and so does glass.</u> A B C D
4	<u>Light rays can make the desert</u> <u>appears</u> to be a lake. A B C D
5	<u>A great many athletes</u> <u>has managed to</u> overcome <u>serious physical handicaps.</u> A B C D
6	<u>If the eucalyptus tree was to become</u> extinct, the <u>koala bear would also die.</u> A B C D
7	Students <u>who used</u> to using a calculator <u>may forget how to do</u> <u>mental calculations.</u> A B C D
8	<u>Last year, Americans</u> <u>spended a lot of money on</u> pet food. A B C D
9	<u>Secretaries are usually eligible for higher salaries</u> <u>when they know how shorthand.</u> A B C D
10	<u>A new automobile needs to</u> <u>tuned up after the first five thousand miles.</u> A B C D
11	Financial planners usually <u>recommend that</u> an individual <u>saves something.</u> A B C D
12	<u>Hold up the baby so that</u> the <u>soles</u> of the feet <u>touches</u> a flat surface. A B C D
13	<u>The two friends</u> <u>shaked hands</u> with <u>each other.</u> A B C D
14	<u>The Japanese</u> <u>attacked on</u> Pearl Harbor. A B C D
15	<u>It is essential that</u> <u>nitrogen is present in the soil</u> for plants to grow. A B C D
16	<u>In ancient Greece, it was agreed</u> <u>stopping wars for the</u> Olympic games. A B C D
17	<u>The Roman Emperor Theodosius</u> <u>ordered the games</u> <u>stopping in 394 A.D.</u> A B C D
18	<u>The two world wars</u> <u>prevented the Olympics</u> <u>from to take</u> place. A B C D
19	<u>Electronic timing</u> <u>were used for the first time</u> <u>in 1912.</u> A B C D
20	<u>Competitors</u> <u>were prevented to participate</u> <u>because of</u> the economic depression. A B C D



ADVERBS

INTERODUCTION TO THE TOPIC and PROBABLE MISTAKES

Adverbs are tested in the Entry Test. Mistakes related to the forms of adverbs or the position of adverbs may be committed. Adjectives may be used in place of adverbs.

REVIEW OF ADVERB

An adverb is the word, which modifies the meaning of a verb, an Adjective or another adverb

EXAMPLES

- She ^V *speaks* ^{adv.} *softly*. (the adverb *softly* is modifying the verb *speaks*)
- The Pakistani mangos are *very sweet*. (The adverb *very* is modifying the adjective *sweet*)
- She can speak *very softly*. (The adverb *very* is modifying the adverb *softly*)

An adverb may also modify a phrase in a sentence.

EXAMPLES

Example: She was dressed *all in pink*. (The adverb *all* is modifying the phrase *in pink*)

An adverb written at the beginning of a sentence may modify the whole sentence.

Example: *Luckily* we won the match. (The adverb *luckily* is modifying the whole sentence)

FORMS OF ADVERBS

Some adverbs are alike (same) in form as their corresponding adjectives. This means that some words are used sometimes as adjectives whereas otherwise as adverbs. They will be adjectives if they are modifying some noun and adverb if they are modifying some verb.



ADVERBS

- I shall meet ^O*you* ^{adv}*next week.*
- ↑
when-?

- He was received
 M P T
nicely at the station yesterday.
 ↑ ↑ ↑
how? Where? When?

- S** **adv** **V**
He *never* tells a lie.
- S** **adv** **V**
He *always* speaks the truth.

- H.V** advb
He has *never* told a lie.
- H.V** advb
He has *always* spoken the truth.

- adv H.V
He *always* has spoken the truth.

- adv adj**
She is a *very nice* lady.

- I only worked*** for two hours.
- I worked ***only for two hours***.



Let's do it

Rewrite the complete sentence using the adverb in brackets in its correct position.

Example: I play tennis on Sundays. (*often*)

Answer: I *often* play tennis on Sundays.

1) He listens to the radio. (<i>often</i>)
2) They read a book. (<i>sometimes</i>)
3) Peter gets angry. (<i>never</i>)
4) Tom is very friendly. (<i>usually</i>)
5) I take sugar in my coffee. (<i>sometimes</i>)
6) Ramon and Frank are hungry. (<i>often</i>)
7) My grandmother goes for a walk in the evening. (<i>always</i>)
8) Walter helps his father in the kitchen. (<i>usually</i>)
9) They watch TV in the afternoon. (<i>never</i>)
10) Christine smokes. (<i>never</i>)

ANSWERS:

1) He often listens to the radio.
2) They sometimes read a book.
3) Peter never gets angry.
4) Tom is usually very friendly.
5) I sometimes take sugar in my coffee.
6) Ramon and Frank are often hungry.
7) My grandmother always goes for a walk in the evening.
8) Walter usually helps his father in the kitchen.
9) They never watch TV in the afternoon.
10) Christine never smokes.



Adverbs – common mistakes

Split Infinitives

In speech, Americans tend to insert adverbs between “to” and the verb in an infinitive. Because this tendency has existed for a long time, it sounds correct to most people. Writers are guilty of perpetuating this error, especially copywriters working in advertising. Honestly, it does sound awkward when some adverbs are relocated to before or after a verb phrase.

When writing dialogue, a writer must create believable characters. For this reason it is unrealistic to expect the removal of all split infinitives from any work of fiction. Our request is that writers attempt to remove split infinitives from those sections of text that are not dialogue or internal thought. Also, any academic work should adhere to the rule. Mass audience periodicals often accept the split infinitive within narrative, so it seems the rule is fading.

Common **split infinitives** include:

- to quickly go
- to angrily say
- to impatiently wait

No split is as famous in America as “to boldly go” — and we cannot imagine *Star Trek* opening with “to go boldly” even if that is correct. The adverb in these verb phrases should follow the verb. In rare cases it is possible to place the adverb before the infinitive.

Usage

Adverbs should not be used when precise descriptions are possible. For example, the word “very” can be replaced or omitted in most sentences. Some adverbs are precise and possess the strength of adjectives. The adverb “weekly” indicates a precision that “often” lacks. Always favor adverbs with specific meanings, not loose implications. There are times when adverbs of frequency or degree remain vague necessarily.

Common Errors

People often mistakenly use adjectives when they should use an adverb and vice versa. For example, a sentence that reads:

- He behaved very bad on the field trip
Is incorrect, because bad is modifying or describing behaved, which is a verb. It should read
- He behaved very badly.
On the other hand, if you say:
- His behavior is bad.

That would be correct, because in this case, the word bad is an adjective describing the noun behavior. This error occurs most commonly with the words good and well. Well is an adverb that modifies a verb (he listens well), or even an adjective (the well-educated boy). While good is an adjective that should modify nouns (the good boy).

**Let's do it**

Tick the right one.

1. Parents often feel ~~bad~~ / ~~bauly~~ when they must discipline their children.
2. In emergency situations, parents must make decisions ~~quick~~ / ~~quickly~~.
3. If children behave ~~good~~ / ~~well~~, they should be praised.
4. ~~Real~~ / ~~Really~~ good parents listen to their children.
5. If you speak ~~slow~~ / ~~slowly~~, children will understand you better.
6. Children who feel ~~terrible~~ / ~~terribly~~ about themselves are less likely to succeed in school.
7. It is ~~real~~ / ~~really~~ important for parents to be patient with their children.
8. Don't feel ~~bad~~ / ~~badly~~ about what happened last night.
9. When children misbehave, parents should not get angry too ~~quick~~ / ~~quickly~~.
10. A child who does not do ~~good~~ / ~~well~~ in school may need extra attention from parents at home.

Let's do it

Correct the following sentences and state your reason for doing so.

1. It was bitter cold.
2. I couldn't help not overhearing their conversation.
3. I ever remember having seen a more interesting film.
4. The story was too interesting.
5. She hasn't got no children.
6. This hardly won liberty cannot be lightly abandoned.
7. I am much happy to see you.
8. No one writes as neat as he does.
9. I cannot by no means allow you to do so.
10. She sang sweet.
11. I felt so lonely.
12. I do not know nothing about the matter.



Answers

1. It was **bitterly** cold. (Wrong use of adjective in place of adverb)
2. I **couldn't** help overhearing their conversation. (Double negative)
3. I **never** remember having seen a more interesting film. (Wrong use of ever and never)
4. The story was **very** interesting. (Too means 'more than enough'. It should not be used in the sense of very or much.)
5. She **hasn't got any** children. OR She **has got no** children. (Double negative)
6. This **hard won** liberty cannot be lightly abandoned. (hardly confused with hard)
7. I am **very** happy to see you. (Happy is an adjective. Much cannot be used with adjectives)
8. No one writes as **neatly** as he does. (Wrong use of adjective in place of adverb)
9. I **cannot by any means** allow you to do so. OR I **can by no means** allow you to do so.
10. She sang **sweetly**. (Wrong use of adjective in place of adverb)
11. I felt **very** lonely. (Wrong use of so instead of very)
12. I **do not know anything** about the matter. OR I **know nothing** about the matter.



Class room activity

Choose the correct one.

1. (A) You need to work harder; otherwise, you'll get fired.
(B) You need to work harder; moreover, you'll get fired.
(C) You need to work harder; instead, you'll get fired.
(D) You need to work harder; instead of, you'll get fired.
2. (A) We wanted to go to Portugal; instead of, we went to Brazil.
(B) We wanted to go to Portugal; accordingly, we went to Brazil.
(C) We wanted to go to Portugal; otherwise, we went to Brazil.
(D) We wanted to go to Portugal; instead, we went to Brazil.
3. (A) He is a very weak president; never, most people support him.
(B) He is a very weak president; nevertheless, most people support him.
(C) He is a very weak president; otherwise, most people support him.
(D) He is a very weak president; instead, most people support him.
4. (A) We wanted to go to the beach; where, it started to rain and we stayed at home.
(B) We wanted to go to the beach; otherwise, it started to rain and we stayed at home.
(C) We wanted to go to the beach; however, it started to rain and we stayed at home.
(D) We wanted to go to the beach; namely, it started to rain and we stayed at home.
5. (A) She is a very smart woman; therefore, it is not at all surprising that she got the job.
(B) She is a very smart woman; nevertheless, it is not at all surprising that she got the job.
(C) She is a very smart woman; similarly, it is not at all surprising that she got the job.
(D) She is a very smart woman; there, it is not at all surprising that she got the job.
6. (A) He has a terrible voice; undoubtedly, he will go down in history as the worst singer ever.
(B) He has a terrible voice; otherwise, he will go down in history as the worst singer ever.
(C) He has a terrible voice; still, he will go down in history as the worst singer ever.
(D) He has a terrible voice; undoubtedly, he will go down in history as the worst singer ever.
7. (A) John has very little money; contrast, his brother Jacob is a millionaire.
(B) John has very little money; in contrast, his brother Jacob is a millionaire.
(C) John has very little money; nonetheless, his brother Jacob is a millionaire.
(D) John has very little money; similarly, his brother Jacob is a millionaire.
8. (A) Roberta didn't have all the ingredients to bake a cake; there, she decided to prepare something else.
(B) Roberta didn't have all the ingredients to bake a cake; finally, she decided to prepare something else.
(C) Roberta didn't have all the ingredients to bake a cake; indeed, she decided to prepare something else.
(D) Roberta didn't have all the ingredients to bake a cake; therefore, she decided to prepare something else.
9. (A) He couldn't tell her the truth; instead, he lied.
(B) He couldn't tell her the truth; finally, he lied.
(C) He couldn't tell her the truth; similarly, he lied.
(D) He couldn't tell her the truth; instead of, he lied.
10. (A) I really don't know why he came; other, I would tell you.
(B) I really don't know why he came; instead, I would tell you.
(C) I really don't know why he came; otherwise, I would tell you.
(D) I really don't know why he came; in contrast, I would tell you.

**Probable Mistakes:****Rule no. 1**

An adjective may be used instead of an adverb.

Example:

Please do exact as you are directed. B (exactly)

A B C D

Rule no. 2

Correct form is fast not fastly.

Example:

He ran as fastly as he could. B (fast)

A B C D

Rule no. 3

Sometime may be used instead of sometimes.

Example:

It is cool now but sometime it gets very warm here. B (sometimes)

A B C D

Note: -

Sometime means of **sometime** in indefinite future, whereas, **Sometimes** means **occasionally** or **not regularly**. Furthermore, **sometime** is usually used after a **verb** and **sometimes** is used at the beginning or end of the sentence.

Rule no. 4

When may be used instead of **while** without a subject and a verb.

Example:

When a salesman, Lorry traveled a lot.

A B C D

A (While)

While he was a salesman, Lorry traveled a lot.

A B C D

A (When)

Note: - When must be used before a subject and a verb in the same clause.

**Rule no. 5**

Not and **none** may be used instead of **no** or **long** may be used instead of **longer**.

Example:

(1) I can see not longer without my glasses. B (no longer)

A B C D

(2) He is no long at this seat. B (no longer)

A B C D

Rule no. 6

Wholly may be used instead of **as a whole** and vice versa.

Example:

Wholly we are in agreement. A (As a whole)

A B C D

The house was as a whole consumed by fire.

C (Wholly)

A B C D

Note:

As a whole means **generally** and is used in the beginning of the sentence whereas **wholly** means **completely** and is used after the auxiliary or the main verb.

Rule no. 7

That or **it was** may be used before adverb **once**.

Example:

(1) It was once republicans, we voted for democratic candidate now. A (once)

A B C D

(2) That once a citizen of Ireland, he is a Candian now. A (Once)

A B C D

Rule no. 8

In negative emphasis words like **not once**, **not until** and **never again**, **only rarely** and **very seldom** are used in the beginning and auxiliary verbs are used before the subject but subject may be used incorrectly before the auxiliary.

Example:

Never again they will stay in his hotel. B (will they)

A B C D



CUMULATIVE EXERCISE ON ADVERBS. Spot the error A, B, C or D.

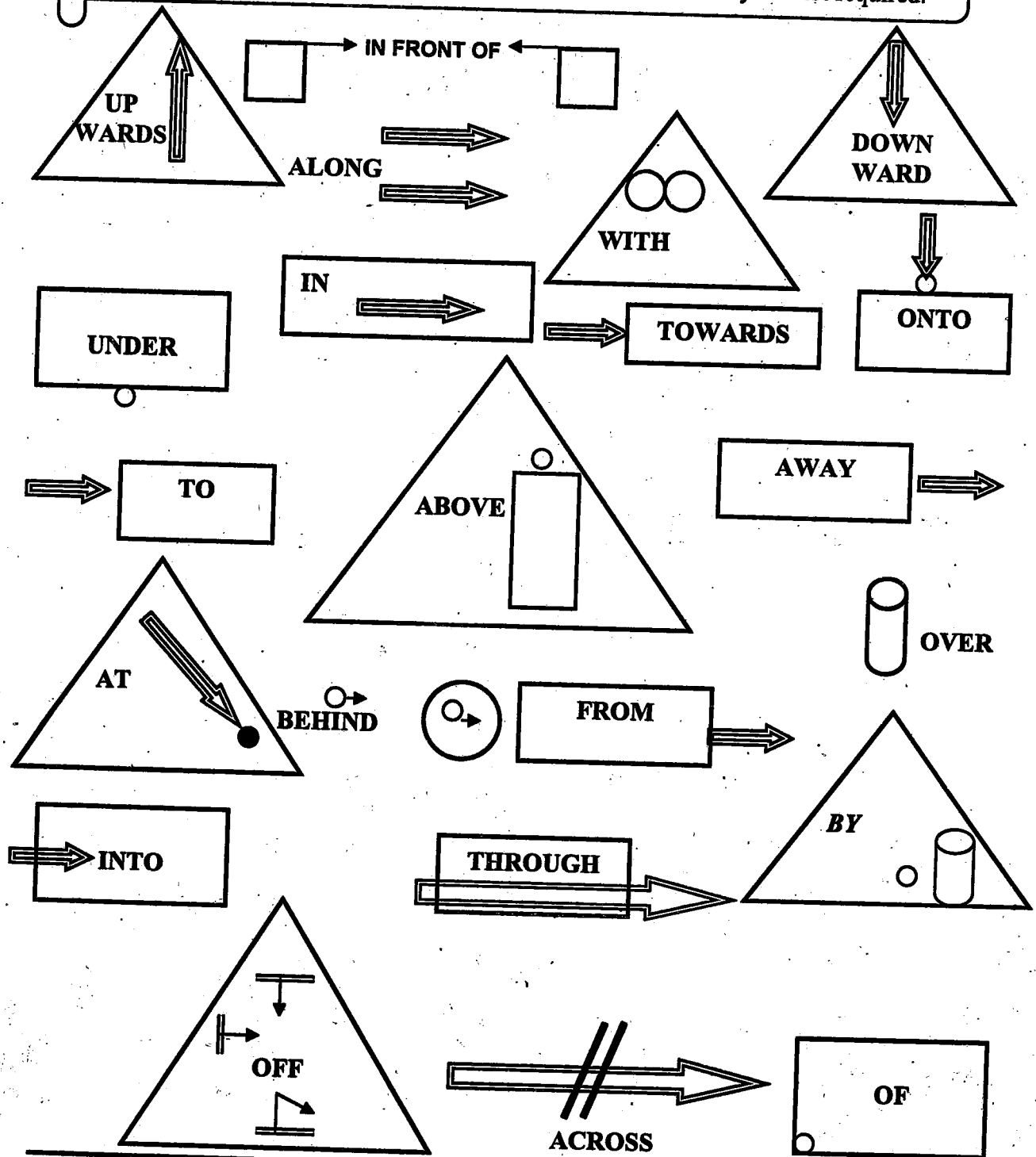
- | | |
|----|---|
| 1 | Not once <u>Lincoln</u> has <u>been</u> <u>painted</u> <u>smiling</u> .
A B C D |
| 2 | Wholly, <u>artificial insemination</u> <u>has</u> <u>contributed</u> to the quality of <u>maintaining</u> <u>dairy herds</u> .
A B C D |
| 3 | Thor Heyerdahl <u>worked</u> <u>diligent</u> to <u>prove</u> his <u>theory</u> of <u>cultural diffusion</u> .
A B C D |
| 4 | The <u>British</u> <u>fleet</u> <u>arrived</u> <u>lately</u> .
A B C D |
| 5 | When the chemicals <u>inside</u> a cell <u>not longer</u> <u>produce</u> <u>ions</u> the cell stops functioning.
A B C D |
| 6 | The common <u>goldfish</u> <u>may</u> <u>live</u> <u>as long</u> <u>twenty-five</u> <u>years</u> .
A B C D |
| 7 | When a <u>mechanic</u> <u>working</u> <u>at odd</u> <u>job</u> , Elisha Otis <u>invented</u> the <u>elevator</u> .
A B C D |
| 8 | Not until the late Middle Ages <u>glass</u> <u>did</u> <u>become</u> a <u>major</u> <u>construction</u> <u>material</u> .
A B C D |
| 9 | Adam <u>none</u> <u>longer</u> <u>works</u> <u>here</u> .
A B C D |
| 10 | I <u>was</u> <u>very</u> <u>homesick</u> <u>when</u> a <u>student</u> <u>abroad</u> .
A B C D |
| 11 | Once it <u>was</u> a <u>novelty</u> in <u>America</u> , <u>fixed</u> <u>prices</u> are now <u>universal</u> in <u>sales</u> .
A B C D |
| 12 | Never <u>again</u> <u>they</u> <u>will</u> <u>behave</u> <u>like</u> <u>this</u> .
A B C D |
| 13 | Let's <u>have</u> <u>lunch</u> <u>sometimes</u> .
A B C D |
| 14 | The <u>novel</u> <u>is</u> <u>too</u> <u>interesting</u> .
A B C D |
| 15 | It <u>has</u> <u>been</u> observed that <u>some</u> <u>flowers</u> don't <u>smell</u> <u>sweetly</u> .
A B C D |
| 16 | He <u>played</u> the <u>violin</u> <u>brilliantly</u> <u>last</u> <u>night</u> in the <u>concert</u> .
A B C D |
| 17 | We <u>just</u> <u>have</u> <u>seen</u> <u>her</u> .
A B C D |
| 18 | I <u>shall</u> <u>meet</u> <u>you</u> in the <u>evening</u> in <u>Hide</u> <u>Park</u> .
A B C D |
| 19 | I <u>never</u> <u>am</u> <u>determined</u> to <u>yield</u> to <u>this</u> <u>point</u> .
A B C D |
| 20 | I <u>usual</u> <u>have</u> to <u>reach</u> <u>office</u> by 9 O'clock.
A B C D |



PREPOSITIONS

INTRODUCTION TO THE TOPIC and PROBABLE MISTAKES:

Prepositions are tested in the Entry Tests. Mistakes related to the repetition and agreement of preposition may be committed. One preposition may wrongly be used in place of the other. Prepositions may be used where they are not required.





PREPOSITIONS: LOCATORS IN TIME AND PLACE

Is it any wonder that prepositions create such troubles for students for whom English is a second language? We say we are *at* the hospital to visit a friend who is *in* the hospital. We lie *in* bed but *on* the couch. We watch a film *at* the theater but *on* television. For native speakers, these little words present little difficulty, but try to learn another language, any other language, and you will quickly discover that prepositions are troublesome wherever you live and learn. This page contains some interesting (sometimes troublesome) prepositions with brief usage notes. To address all the potential difficulties with prepositions in idiomatic usage would require volumes, and the only way English language learners can begin to master the intricacies of preposition usage is through practice and paying close attention to speech and the written word. Keeping a good dictionary close at hand (to hand?) is an important first step.

Consider the professor's desk and all the prepositional phrases we can use while talking about it.

You can sit **before** the desk (or **in front of** the desk). The professor can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk or **beneath** the desk. He can stand **beside** the desk (meaning **next to** the desk), **before** the desk, **between** the desk and you, or even **on** the desk (if he's really strange). If he's clumsy, he can bump **into** the desk or try to walk **through** the desk (and stuff would fall **off** the desk). Passing his hands **over** the desk or resting his elbows **upon** the desk, he often looks **across** the desk and speaks **of** the desk or **concerning** the desk as if there were nothing else **like** the desk. Because he thinks of nothing **except** the desk, sometimes you wonder **about** the desk, what's **in** the desk, what he paid **for** the desk, and if he could live **without** the desk. You can walk **toward** the desk, **to** the desk, **around** the desk, **by** the desk, and even **past** the desk while he sits **at** the desk or leans **against** the desk.

All of this happens, of course, in time: **during** the class, **before** the class, **until** the class, **throughout** the class, **after** the class, etc. And the professor can sit there **in a bad mood** [another adverbial construction].

Those words in **bold font** are all prepositions. Some prepositions do other things besides locate in space or time — "My brother is *like my father*." "Everyone in the class *except me* got the answer." — but nearly all of them modify in one way or another. It is possible for a preposition phrase to act as a noun — "During a church service is not a good time to discuss picnic plans" or "In the South Pacific is where I long to be" — but this is seldom appropriate in formal or academic writing.

You may have learned that **ending a sentence with a preposition** is a serious breach of grammatical etiquette. It doesn't take a grammarian to spot a sentence-ending preposition, so this is an easy rule to get caught up on (!). Although it is often easy to remedy the offending preposition, sometimes it isn't, and repair efforts sometimes result in a clumsy sentence. "Indicate the book you are quoting from" is not greatly improved with "Indicate from which book you are quoting."



Based on shaky historical precedent, the rule itself is a latecomer to the rules of writing. Those who dislike the rule are fond of recalling Churchill's rejoinder: "That is nonsense up with which I shall not put. "We should also remember the child's complaint: "What did you bring that book that I don't like to be read for?"

PLACEMENT OF PREPOSITIONS

When the object is the relative pronoun **that** the preposition is used at the end of the sentence.

Example:

It is the watch **that** you asked for?

Preposition is often placed at the end of the sentence when the sentence begins with some interrogative pronoun (what, who, whom, which)

Example:

What are you looking at?

Whom were you searching for?

Which ball were you playing with?

Who, in your view, should be talked to?

Sometimes object is used first and preposition later on, for the sake of stress.

Example:

Pious people are appreciated all the world over.

Care should be taken while dealing with the following prepositional idioms
As a rule, the prepositions **for**, **from** and **on** are often omitted before the nouns of place or time.

Example:

I'll come to see you on Monday. (British English)

I'll come to see you Monday. (American English)

Prepositions of Time: *at*, *on*, and *in*

- We use **at** to designate specific times.

The train is due **at** 12:15 p.m.

- We use **on** to designate days and dates.

My brother is coming **on** Monday.

We're having a party **on** the Fourth of July.

- We use **in** for nonspecific times during a day, a month, a season, or a year.

She likes to jog **in** the morning.

It's too cold **in** winter to run outside.

He started the job **in** 1971.

He's going to quit **in** August.

**Prepositions of Place: *at*, *on*, and *in***

- We use ***at*** for specific addresses.
Alfred lives ***at*** 55-Boretz Road in Durham.
- We use ***on*** to designate names of streets, avenues, etc.
Her house is ***on*** Boretz Road.
- We use ***in*** for the names of land-areas (towns, counties, states, countries, and continents).
She lives ***in*** Durham.
Durham is ***in*** Windham County.
Windham County is ***in*** Connecticut.

Prepositions of Location: *in*, *at*, and *on* and No Preposition

IN	AT	ON	NO PREPOSITION
(the) bed*	class*	the bed*	downstairs
the bedroom	home	the ceiling	downtown
the car	the library*	the floor	inside
(the) class*	the office	the horse	outside
the library*	school*	the plane	upstairs
school*	work	the train	uptown

* You may sometimes use different prepositions for these locations.

Prepositions of Movement: *to* and *No Preposition*

- We use ***to*** in order to express movement toward a place.
They were driving ***to*** work together.
She's going ***to*** the dentist's office this morning.
- ***Toward*** and ***towards*** are also helpful prepositions to express movement. These are simply variant spellings of the same word; use whichever sounds better to you.
We're moving ***toward*** the light.
This is a big step ***towards*** the project's completion.
- With the words ***home***, ***downtown***, ***uptown***, ***inside***, ***outside***, ***downstairs***, ***upstairs***, we use no preposition.
Grandma went ***upstairs***.
Grandpa went ***home***.
They both went ***outside***.

Prepositions of Time: *for* and *since*

- We use ***for*** when we measure time (seconds, minutes, hours, days, months, years).
He held his breath ***for*** seven minutes.
She's lived there ***for*** seven years.
The British and Irish have been quarreling ***for*** seven centuries.



- We use *since* with a specific date or time.
He has worked here *since* 1970.
She has been sitting in the waiting room *since* 2:30p.m.

Prepositions with Nouns, Adjectives, and Verbs.

Prepositions are sometimes so firmly wedded to other words that they have practically become one word. (In fact, in other languages, such as German, they would have become one word.) This occurs in three categories: nouns, adjectives, and verbs.

NOUNS and PREPOSITIONS

approval of awareness of belief in concern for confusion about desire for	fondness for grasp of hatred of hope for interest in love of	need for participation in reason for respect for success in understanding of
--	---	---

ADJECTIVES and PREPOSITIONS

afraid of angry at aware of capable of careless about familiar with	fond of happy about interested in jealous of made of married to	proud of similar to sorry for sure of tired of worried about
--	--	---

VERBS and PREPOSITIONS

apologize for ask about ask for belong to bring up care for find out	give up grow up look for look forward to look up make up pay for	prepare for study for talk about think about trust in work for worry about
--	--	--

**Idiomatic Expressions with Prepositions**

- *agree to* a proposal, *with* a person, *on* a price, *in* principle
- *argue about* a matter, *with* a person, *for* or *against* a proposition
- *compare to* to show likeness, *with* to show differences (sometimes similarities)
- *correspond to* a thing, *with* a person
- *differ from* an unlike thing, *with* a person
- *live at* an address, *in* a house or city, *on* a street, *with* other people

Unnecessary Prepositions

In everyday speech, we fall into some bad habits, using prepositions where they are not necessary. It would be a good idea to eliminate these words altogether, but we must be especially careful not to use them in formal academic prose.

- She met ~~up with~~ the new coach in the hallway.
- The book fell off ~~of~~ the desk.
- He threw the book out ~~of~~ the window.
- She wouldn't let the cat inside ~~of~~ the house. [or use "in"]
- Where did they go ~~to~~?
- Put the lamp in back of the couch. [use "behind" instead]
- Where is your college ~~at~~?

Prepositions in parallel form

When two words or phrases are used in parallel and require the same preposition to be idiomatically correct, the preposition does not have to be used twice.

- You can wear that outfit *in* summer and ~~in~~ winter.
- The female was both attracted *by* and distracted *by* the male's dance.

However, when the idiomatic use of phrases calls for different prepositions, we must be careful not to omit one of them.

- The children were *interested in* and *disgusted by* the movie.
- It was clear that this player could both *contribute to* and *learn from* every game he played.
- He was *fascinated by* and *enamored of* this beguiling woman.



Probable Mistakes:

Rule no. 1

Dynamic verbs may be followed by static preposition.

Examples:

They jumped in the river. B (into)

A B C D

They were standing into the river. D (in)

A B C D

Rule no. 2

Some prepositions may be used with the different words.

Example:

I've no interest and admiration for her B (interest in)

A B C D

Rule no. 3

All the prepositions are followed by the (-ing) form of verbs but mistakenly they may be followed by the first form.

Example:

They insisted on go there D (going there)

A B C D

Rule no. 4

There may be repetition of the same preposition for the same purpose in the same sentence.

Example:

I want to know for what kind of people you are working for. D (working)

A B C D

Rule no. 5

We agree with a person, agree to a proposal; Agree on a point. This classification may be used incorrectly.

Example:

Jenifer agreed to Jessica on this point .C (with Jessica)

A B C D

Rule no. 6

Beside may be used instead of besides and vice versa.

Example:

She was sitting besides me .C (beside)

A B C D



Note:

Beside means near and besides means in addition to

Instead of is used in the beginning whereas instead is used at the end of the sentence. They may be used interchangeably and incorrectly.

Example:

Instead going with you I would like to go alone. A (instead of)

A B C D

Rule no. 7

Despite may be followed by 'of' whereas 'of' may be omitted after 'in spite'

Example:

Despite of hard work she failed the course. A (despite/in spite of)

A B C D

Rule no. 8

With instrument preposition 'by' may be used whereas with agents preposition 'with' may be used.

Example:

The snake was killed with the farmer. C (by)

A B C D

Rule no. 9

In the passive voice, the first form of the verb may be used before the preposition 'by'

Example:

Measles is dangerous when contact by adults. C (contacted by)

A B C D

Rule no. 10

The preposition 'on' may wrongly be used with the means of transportation that are used for long distances and preposition by may wrongly be used with the means of transportation used for the short distances.

Example:

Katherine went by bicycle to meet Mr. Chips. B (on)

A B C D

He came on aeroplane. C (by)

A B C D

Rule no. 11

Preposition of time since and for may wrongly be used interchangeably.

Example: I have been waiting for you for morning. D (since morning)

A B C D



Since / for

With the time in words as morning, June etc we use **since**.

Exception **for** ever for a long time.

Whereas with time in **figures** as 2 hours 3 months etc we use **for**.

Exception **since** 7 o'clock **since** August 14, 1947.

With the complete date (date, month and year) we use 'on' where as with month only, year only, or month and year, we use 'in' the classification may be used wrongly.

Example:

Pakistan came into being in August 14 1947.

A B C D

D (on August 14, 1947.)

The Pakistan Resolution was approved on March 1940.

A B C D

D (in March 1940)

RULE NO. 12

The verb prevent may be followed by the preposition **to** + v-1 instead of **from** + v- ing form

Example:

The angel prevented the child to fall.

A B C D

D (from falling)

RULE NO. 13

The Latin adjectives and certain other words ending at 'r' are followed By the preposition 'to' but mistakenly may be followed by 'from' or 'than'

Example:

He is junior from me.

A B C D

C (to)

Note: -

Following is the list of those words:

senior, junior, superior, inferior, prefer, refer, interior and exterior

Certain verbs are not followed buy any preposition but may incorrectly be followed by some prepositions

Example:

She resembles with her mother.

A B C D

B (resembles)

Note-

Here is the list of the words that are not followed by any preposition:

Love, Hate, Reach, Resemble, Ask, Obey and Order etc.

**Let's do it****Choose the correct one.**

1. A) He swam into the pool.
B) He swam in the pool.
2. A) He prefers riding to walking.
B) He prefers riding over walking.
3. A) In my family, money was never spoken about.
B) In my family, money was never spoken.
4. A) They are searching the lost child.
B) They are searching for the lost child.
5. A) We discussed about our plains.
B) We discussed our plains.
6. A) She wouldn't let the cat inside the house.
B) She wouldn't let the cat inside of the house.
7. A) I'm going away in the end of the month.
B) I'm going away at the end of the month.
8. A) I'm going away at the beginning of the month.
B) I'm going away in the beginning of the month.
9. A) The college stands at the city centre.
B) The college stands in the city centre.
10. A) I have a friend who lives at a small village on the mountains.
B) I have a friend who lives in a small village in the mountains.
11. A) Turn left in the roundabout.
B) Turn left at the roundabout.
12. A) We have to get off the bus at the next stop.
B) We have to get off the bus on the next stop.
13. A) There are no beasts to be afraid of on this island.
B) There are no beasts to be afraid in this island.
14. A) People thronged at the beach.
B) People thronged the beach.



Class room activity

Choose the correct one.

1. (A) Although it is difficult distinguishing among a frog and a toad, a frog is more likely to be smooth and wet, and a toad rough and dry.
(B) Although it is difficult between a frog and a toad distinguish, a frog is more likely to be smooth and wet, and a toad rough and dry.
(C) Although it is difficult to distinguish between a frog and a toad, a frog is more likely to be smooth and wet, and a toad rough and dry.
(D) Although it is difficult distinguish a frog and a toad, a frog is more likely to be smooth and wet, and a toad rough and dry.
2. (A) I was furious at first, but after he had apologized me I calmed down.
(B) I was furious at first, but after he had apologized with me I calmed down.
(C) I was furious at first, but after he had apologized from I calmed down.
(D) I was furious at first, but after he had apologized to me I calmed down.
3. (A) Lady bugs are brightly colored beetles that help farmers by eat other insects.
(B) Lady bugs are brightly colored beetles that help farmers by eating other insects.
(C) Lady bugs are brightly colored beetles that help farmers for other insect's eating.
(D) Lady bugs are brightly colored beetles that help farmers to eat other insects.
4. (A) It is no good complaining about the problem if you're not prepared to do anything for it.
(B) It is no good complaining about the problem if you're not prepared for doing anything for it.
(C) It is no good complaining about the problem if you're not prepared for doing anything about it.
(D) It is no good complaining about the problem if you're not prepared to do anything about it.
5. (A) I do not want to discuss about the matter any more.
(B) I do not want to discuss on the matter any more.
(C) I do not want to discuss over the matter any more.
(D) I do not want to discuss the matter any more.
6. (A) My best friend lives in Boretz Road.
(B) My best friend lives on Boretz Road.
(C) My best friend lives at Boretz Road.
(D) My best friend lives from Boretz Road.
7. (A) I'll be ready to leave in about twenty minutes.
(B) I'll be ready to leave on about twenty minutes.
(C) I'll be ready to leave at about twenty minutes.
(D) I'll be ready to leave until about twenty minutes.
8. (A) Since he met his new girlfriend, Juan never seems to be on home.
(B) Since he met his new girlfriend, Juan never seems to be in home.
(C) Since he met his new girlfriend, Juan never seems to be at home.
(D) Since he met his new girlfriend, Juan never seems to be with home.



9. (A) The child responded to his mother's demands with throwing a tantrum.
(B) The child responded to his mother's demands by throwing a tantrum.
(C) The child responded to his mother's demands from throwing a tantrum.
(D) The child responded to his mother's demands in throwing a tantrum.
10. (A) I think she spent the entire afternoon on the phone.
(B) I think she spent the entire afternoon in the phone.
(C) I think she spent the entire afternoon at the phone.
(D) I think she spent the entire afternoon by the phone.
11. (A) I will wait from 6:30, but then I'm going home.
(B) I will wait at 6:30, but then I'm going home.
(C) I will wait until 6:30, but then I'm going home.
(D) I will wait with 6:30, but then I'm going home.
12. (A) The police caught the thief in the corner of Cascade and Plum Streets.
(B) The police caught the thief at the corner of Cascade and Plum Streets.
(C) The police caught the thief from the corner of Cascade and Plum Streets.
(D) The police caught the thief with the corner of Cascade and Plum Streets.
13. (A) My fingers were injured so my sister had to write the note for me.
(B) My fingers were injured so my sister had to write the note with me.
(C) My fingers were injured so my sister had to write the note to me.
(D) My fingers were injured so my sister had to write the note by me.
14. (A) I am not interested to buying a new car now.
(B) I am not interested for buying a new car now.
(C) I am not interested in buying a new car now.
(D) I am not interested about buying a new car now.
15. (A) What are the main ingredients about this casserole?
(B) What are the main ingredients to this casserole?
(C) What are the main ingredients of this casserole?
(D) What are the main ingredients with this casserole?
16. (A) My best friend, John, is named after his great-grandfather.
(B) My best friend, John, is named to his great-grandfather.
(C) My best friend, John, is named bout his great-grandfather.
(D) My best friend, John, is named with his great-grandfather.
17. (A) Grandpa stayed up since two in the morning.
(B) Grandpa stayed up for two in the morning.
(C) Grandpa stayed up until two in the morning.
(D) Grandpa stayed up at two in the morning.



18. (A) My parents have been married since forty-nine years.
(B) My parents have been married for forty-nine years.
(C) My parents have been married until forty-nine years.
(D) My parents have been married in forty-nine years.
19. (A) He usually travels to Philadelphia by train.
(B) He usually travels to Philadelphia at train.
(C) He usually travels to Philadelphia with train.
(D) He usually travels to Philadelphia in train.
20. (A) You frequently see this kind of violence with television.
(B) You frequently see this kind of violence in television.
(C) You frequently see this kind of violence on television.
(D) You frequently see this kind of violence by television.
21. (A) I told Mom we would be home to an hour or so.
(B) I told Mom we would be home in an hour or so.
(C) I told Mom we would be home at an hour or so.
(D) I told Mom we would be home until an hour or so.
22. (A) I was visiting my best friend of the hospital.
(B) I was visiting my best friend at the hospital.
(C) I was visiting my best friend in the hospital.
(D) I was visiting my best friend with the hospital.
23. (A) The professor from South Africa amazed the American students with her stories.
(B) The professor of South Africa amazed the American students with her stories.
(C) The professor in South Africa amazed the American students with her stories.
(D) The professor by South Africa amazed the American students with her stories.
24. (A) I shall see you in home when I get there.
(B) I shall see you by home when I get there.
(C) I shall see you at home when I get there.
(D) I shall see you until home when I get there.
25. (A) It is been snowing since Christmas morning.
(B) It is been snowing for Christmas morning.
(C) It is been snowing until Christmas morning.
(D) It is been snowing by Christmas morning.



CUMULATIVE EXERCISE ON PREPOSITIONS. Spot the error A, B, C or D.

1	The rocky island <u>of</u> Alcatraz was <u>named by its</u> large pelican colony. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
2	<u>Bacteria</u> are <u>responsible of</u> <u>many of the texture</u> and flavors <u>in our</u> food. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
3	Art Nouveau was <u>based of</u> long <u>curving</u> lines <u>inspired by</u> <u>climbing</u> plants. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
4	Brain is <u>made up of</u> <u>billions of</u> neurons that <u>differ with</u> <u>one another</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
5	Wood, <u>the hardened</u> material <u>from which</u> trees are <u>composed</u> , is <u>made up of</u> fibers. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
6	Animals <u>live in</u> the areas <u>that</u> are <u>covered in</u> snow <u>in winter</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
7	The need <u>for</u> vitamins <u>of</u> our diet was <u>discovered by</u> a Dutch doctor. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
8	Many <u>of the satellites of</u> space <u>carry</u> telescopes and other <u>instruments</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
9	<u>Your</u> house is <u>connected with</u> the <u>main</u> cable TV network. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
10	Henry <u>stressed the importance in</u> <u>individuality</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
11	The hormone insulin <u>controls by</u> the amount <u>of</u> sugar <u>in</u> the blood. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
12	Frogs <u>get much of</u> their oxygen <u>by means</u> blood capillaries. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
13	We can <u>find</u> the weight <u>of</u> anything that <u>floats for</u> weighing the water that it displaces. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
14	Metals <u>such as copper, silver iron and aluminum</u> are good conductors <u>for</u> electricity. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
15	Rhymes have been <u>traced back to</u> a collection that appeared <u>in</u> England <u>on</u> 1760. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
16	<u>Distinguish among</u> butterflies <u>and</u> moths. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
17	<u>None of the states but for</u> Hawaii <u>is an</u> island. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
18	<u>Beside</u> copper, gold, silver, lead, zinc, iron <u>and</u> uranium are <u>mined in</u> Utah. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
19	I <u>have no interest and</u> <u>liking for</u> her. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
20	Jet engines are used <u>instead</u> piston engines for almost <u>all</u> but the smallest aircraft. <u>A</u> <u>B</u> <u>C</u> <u>D</u>



CONJUNCTIONS

A BRIEF EXPLANATION OF CONJUNCTIONS

A conjunction is a word that links words, phrases, or clauses. There are three types of conjunctions: *coordinating* conjunctions, *correlative* conjunctions, and *subordinating* conjunctions. Coordinating conjunctions may join single words, or they may join groups of words, but they must always join similar elements: e.g. subject + subject, verb phrase + verb phrase, sentence + sentence. When a coordinating conjunction is used to join elements, the element becomes a compound element. Correlative conjunctions also connect sentence elements of the same kind: however, unlike coordinating conjunctions, correlative conjunctions are always used in pairs. Subordinating conjunctions, the largest class of conjunctions, connect subordinate clauses to a main clause. These conjunctions are adverbs used as conjunctions.

The following tables show examples of the various types of conjunctions and some sample sentences using the conjunctions. Since coordinating conjunctions and correlative conjunctions are closed sets of words, all are included in the list. Subordinating conjunctions are a larger class of words; therefore, only a few of the more common ones are included in this list.



COORDINATING CONJUNCTIONS

CUMULATIVE

Conjunctions that add one statement to another.

and

More Emphatic
Both—and
Not only—but
also, as well as

ADVERSATIVE

Conjunctions that express contrast between two statements.

but

More Emphatic
Still, yet,
However,
Nevertheless

ALTERNATIVE

Conjunctions that express a choice between two alternatives.

or

More Emphatic
Either—or
neither—nor

RELATIVE

Conjunctions that express an inference (result)

so

therefore
for, thus
that's why

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

An easy way to remember these six conjunctions is to think of the word FANBOYS. Each of the letters in this somewhat unlikely word is the first letter of one of the coordinating conjunctions. Remember, when using a conjunction to join two sentences, use a comma before the conjunction.

EXAMPLES AND SENTENCES

CONJUNCTION	WHAT IS LINKED	SAMPLE SENTENCES
and	noun phrase + noun phrase	We have tickets for the symphony and the opera.
but	sentence + sentence	The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.
or	verb + verb	Have you seen or heard the opera by Scott Joplin?
so	sentence + sentence	I wanted to sit in the front of the balcony, so I ordered my tickets early.

**CORRELATIVE CONJUNCTIONS**

both...and	not only...but also	either...or	neither...nor	whether...or
------------	---------------------	-------------	---------------	--------------

Remember, correlative conjunctions are always used in pairs. They join similar elements. While joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural with the exception of "both-and".

EXAMPLES AND SENTENCES

CONJUNCTIONS	WHAT IS LINKED	SAMPLE SENTENCE
both...and	Subject + subject	Both my sister and my brother play the piano.
either...or	Noun + noun	Tonight's programme is either Mozart or Beethoven.
neither...nor	Subject + subject	Neither the orchestra nor the chorus was able to overcome the terrible acoustics in the church
not only...but also	Sentence + sentence	Not only does Sue raise money for the symphony, but she also ushers at all of their concerts.

SUBORDINATING CONJUNCTIONS

TIME	CAUSE + EFFECT	OPPOSITION	CONDITION
after	because	Although	if
before	since	Though	unless
when	now that	even though	only if
while	as	Whereas	whether or not
since	in order that	While	even if
until	so		in case (that)

Subordinating conjunctions, (subordinators) are most important in creating subordinating clauses. These adverbs that act like conjunctions are placed at the front of the clause. The adverbial clause can come either before or after the main clause. Subordinators are usually a single word, but there are also a number of multi-word subordinators that function like a single subordinating conjunction. They can be classified according to their use in regard to time, cause and effect, opposition, or condition. Remember, put a comma at the end of the adverbial phrase when it precedes the main clause.



EXAMPLES AND SENTENCES

CONJUNCTION	SAMPLE SENTENCE
after	We are going out to eat after we finish taking the test.
since	Since we have lived in Atlanta, we have gone to every exhibit at the High Musuem.
while	While I was waiting in line for the Matisse Exhibit, I ate my lunch.
although	Although the line was long and the wait over two hours, the exhibit was well worth it
even if	Even if you have already bought your ticket, you will still need to wait in line.
because	I love Matisse's works because he uses color so brilliantly.

Common Errors in the Use of Conjunctions

1. As and Like

As is a conjunction. It is used to connect two clauses or words of the same grammatical class. **Like** is a preposition. It is used to show the relationship between a noun/pronoun and some other word in the sentence. Note that **like** is used before a noun or pronoun.

She looks **like** *her mother*.

He fought **like** *a tiger*.

Like *his father*, he is a doctor.

He did **as** he was told. BUT NOT He did **like** he was told. (Here the conjunction **as** joins the clauses 'He did' and 'he was told'.)

He fought **as** a tiger does. BUT NOT He fought **like** a tiger does. (Here the conjunction **as** joins the clauses 'he fought' and 'a tiger does'.)

Notes:

In informal English **like** is often used as a conjunction instead of **as**. This is very common in American English. So sentences like 'He fought **like** a tiger does' are common in colloquial English.

**2. As and though**

As can be used in the sense of **though**, but they are used in different structures.

Though he was young, he fought bravely.

Young as he was, he fought bravely.

Though he is poor, he is happy.

Poor as he is, he is happy.

3. As if and as though

As if and **as though** are now more or less used synonymously.

It looks **as if** it might rain. OR It looks **as though** it might rain.

I felt **as if** I were dying. OR I felt **as though** I were dying.

Like cannot be used instead of **as if/as though**. It is wrong to say 'I felt like I was dying'.

Notes:

In informal English **like** is often used instead of **as if** and **as though**. This is very common in American English.

4. So as and such as

So as indicates purpose; **such as** indicates result.

We started early **so as** to get a good seat.

His actions were **such as** to offend everyone.

5. Than

Than is a subordinating conjunction. The noun or pronoun following **than** should be in the same case as the noun or pronoun preceding it.

She is taller **than** he is.

You are younger **than** she is.

Note that in informal English, object pronouns (him, her, them etc.) are used after **than**. So sentences like 'She is taller than him' and 'You are younger than her' are common in informal speech and writing.

6. Unless and if

Unless itself means **if not**. You don't have to use another **not** in clauses with **unless**.

Unless you start early, you will miss the train. OR **If** you don't start early, you will miss the train. (NOT **Unless** you don't start early, you will miss the train.)



Tick the right one.

1. *Although / Because* it was raining, I didn't get wet.
2. Paula got the job *as / even though* she had no experience.
3. *Whereas / Since* my wife likes to travel abroad; I prefer to stay at home for my vacation.
4. Jun couldn't buy any Christmas present *because / even though* he didn't have any money.
5. Jerry passed the exam first time *as / while* I had to retake it three times.
6. I don't drink coffee *as / although* it makes me nervous.
7. *Since / Whereas* Mei Li doesn't speak English, she can't go to university in Canada.
8. I will be late today *because / though* my car has broken down.
9. We will visit Australia *and / but / so* New Zealand during our next vacation.
10. My teeth were hurting *or / so / but* I made an appointment to go the dentist.
11. Have you seen *but / so / or* heard the latest music by Andrew Lloyd Webber?
12. I wanted to go to the rock concert *so / but / and* all the tickets were already sold out.
13. I wanted to eat sushi for dinner *but / so / or* I went to a Japanese restaurant.
14. I wanted to eat fish for lunch *or / but / so* the fish and Chips shop had closed for the day.
15. I am going to do my homework *and / but / so* take a shower when I get home from school.
16. My brother wanted to buy a novel *so / or / but* he went to the book store after he had finished work.
17. I will go to the concert, *only if / unless / only but* you go as well.
18. I brought along a sandwich, *therefore / in case / only if* I get hungry.
19. *Therefore / So that / Whenever* she calls me, I feel very happy.
20. Take this photo, *while / so that / although* you can remember me.
21. I will not talk to him *until / while / because* he apologizes for what he did.
22. I'll find you, *where / wherever / therefore* you are.



- ### Class room activity - A

1. Do you think this is something who can be learned?
A B C D
2. Don't go out while you've finished your work.
A B C D
3. Make sure you close all the windows for it starts to rain.
A B C D
4. I think I know where he left the job.
A B C D
5. Whether I had known how much I would disappoint him, I wouldn't have done it.
A B C D
6. As soon as you see me, get in the car.
A B C D
7. My friend John, which lives in California, has a car with a New York license.
A B C D
8. It's usually quite simple to cross the border between the USA and Canada yet these two countries have friendly relations.
A B C D
9. Until a university professor returns from a sabbatical leave, he should be better qualified.
A B C D
10. She is so a snobbish person that nobody likes to be with her.
A B C D



Class room activity - B Choose the correct option.

1. (A) Jaewon was cold, but he put on a coat.
(B) Jaewon was cold, so he put on a coat.
(C) Jaewon was cold, or he put on a coat.
(D) Jaewon was cold, and he put on a coat.
2. (A) Maria tried to read a novel in French, but it was too difficult.
(B) Maria tried to read a novel in French, so it was too difficult.
(C) Maria tried to read a novel in French, or it was too difficult.
(D) Maria tried to read a novel in French, and it was too difficult.
3. (A) To get from Vancouver to Victoria, you can fly, but you can ride the ferry.
(B) To get from Vancouver to Victoria, you can fly, so you can ride the ferry.
(C) To get from Vancouver to Victoria, you can fly, or you can ride the ferry.
(D) To get from Vancouver to Victoria, you can fly, and you can ride the ferry.
4. (A) I bought a bottle of wine, so we drank it together.
(B) I bought a bottle of wine, or we drank it together.
(C) I bought a bottle of wine, but we drank it together.
(D) I bought a bottle of wine, and we drank it together.
5. (A) The waiter was not very nice, or the food was delicious.
(B) The waiter was not very nice, so the food was delicious.
(C) The waiter was not very nice, but the food was delicious.
(D) The waiter was not very nice, and the food was delicious.
6. (A) I went to buy a Rolling Stones CD, but the shop didn't have it.
(B) I went to buy a Rolling Stones CD, so the shop didn't have it.
(C) I went to buy a Rolling Stones CD, or the shop didn't have it.
(D) I went to buy a Rolling Stones CD, and the shop didn't have it.
7. (A) Anna needed some money, and she took a part-time job.
(B) Anna needed some money, so she took a part-time job.
(C) Anna needed some money, or she took a part-time job.
(D) Anna needed some money, but she took a part-time job.
8. (A) There's so much rain lately! Maybe it's because of El Nino, or maybe it's just coincidence.
(B) There's so much rain lately! Maybe it's because of El Nino, but maybe it's just coincidence.
(C) There's so much rain lately! Maybe it's because of El Nino, so maybe it's just coincidence.
(D) There's so much rain lately! Maybe it's because of El Nino, and maybe it's just coincidence.
9. (A) Julie has a guitar, but she plays it really well.
(B) Julie has a guitar, and she plays it really well.
(C) Julie has a guitar, or she plays it really well.
(D) Julie has a guitar, so she plays it really well.
10. (A) The concert was cancelled, and we went to a nightclub instead.
(B) The concert was cancelled, or we went to a nightclub instead.
(C) The concert was cancelled, but we went to a nightclub instead.
(D) The concert was cancelled, so we went to a nightclub instead.

**Class room activity - C**

Choose the correct option.

1. (A) Things were different when I was young.
(B) Things were different since I was young.
(C) Things were different but I was young.
(D) Things were different so I was young.
2. (A) I do it until I like it.
(B) I do it and I like it.
(C) I do it when I like it.
(D) I do it because I like it.
3. (A) Let us wait here although the rain stops.
(B) Let us wait here until the rain stops.
(C) Let us wait here because the rain stops.
(D) Let us wait here unless the rain stops.
4. (A) You cannot be a lawyer since you have a law degree.
(B) You cannot be a lawyer until you have a law degree.
(C) You cannot be a lawyer unless you have a law degree.
(D) You cannot be a lawyer but you have a law degree.
5. (A) That was years and years ago.
(B) That was years but years ago.
(C) That was years or years ago.
(D) That was years so years ago.
6. (A) She has not called unless she left last week.
(B) She has not called since she left last week.
(C) She has not called but she left last week.
(D) She has not called so she left last week.
7. (A) I saw him leaving an hour and two ago.
(B) I saw him leaving an hour when two ago.
(C) I saw him leaving an hour or two ago.
(D) I saw him leaving an hour until two ago.
8. (A) This is an expensive until very useful book.
(B) This is an expensive so very useful book.
(C) This is an expensive although very useful book.
(D) This is an expensive but very useful book.
9. (A) We were getting tired so we stopped for a rest.
(B) We were getting tired since we stopped for a rest.
(C) We were getting tired when we stopped for a rest.
(D) We were getting tired so but stopped for a rest.
10. (A) He was angry but he heard what happened.
(B) He was angry and he heard what happened.
(C) He was angry so he heard what happened.
(D) He was angry when he heard what happened.



Class room activity - D

Choose the correct option.

1. (A) Walk quickly because you will be late.
(B) Walk quickly or you will be late.
(C) Walk quickly until you will be late.
(D) Walk quickly and you will be late.
2. (A) He had to retire when of ill health.
(B) He had to retire unless of ill health.
(C) He had to retire because of ill health.
(D) He had to retire when of ill health.
3. (A) We will go swimming next Sunday unless it's raining.
(B) We will go swimming next Sunday until it's raining.
(C) We will go swimming next Sunday and it's raining.
(D) We will go swimming next Sunday since it's raining.
4. (A) I heard a noise because I turned the light on.
(B) I heard a noise and I turned the light on.
(C) I heard a noise or I turned the light on.
(D) I heard a noise so I turned the light on.
5. (A) Would you like a coffee but tea?
(B) Would you like a coffee and tea?
(C) Would you like a coffee or tea?
(D) Would you like a coffee although tea?
6. (A) Do you know when she will arrive?
(B) Do you know so she will arrive?
(C) Do you know but she will arrive?
(D) Do you know and she will arrive?
17. (A) Since the car is old it still runs well.
(B) Until the car is old it still runs well.
(C) When the car is old it still runs well.
(D) Although the car is old it still runs well.
18. (A) Do you want a pen but a bit of paper?
(B) Do you want a pen and a bit of paper?
(C) Do you want a pen because a bit of paper?
(D) Do you want a pen when a bit of paper?
19. (A) I would like to go so I am too busy.
(B) I would like to go although I am too busy.
(C) I would like to go until I am too busy.
(D) I would like to go but I am too busy.
20. (A) She will die when the doctors operate immediately.
(B) She will die unless the doctors operate immediately.
(C) She will die so the doctors operate immediately.
(D) She will die and the doctors operate immediately.



WORD CLASS TEST NO. 1

TEST ON NOUNS: Spot the error A, B, C or D.

1	<u>A large amount of people was there.</u> A B C D
2	<u>Sports are essential for health.</u> A B C D
3	<u>Brains-cells are in great number.</u> A B C D
4	<u>The oxygen is essential for life.</u> A B C D
5	<u>Man's three pounds brain is most complex.</u> A B C D
6	<u>Some people is protesting against dearness.</u> A B C D
7	<u>The shepherd was grazing the sheeps.</u> A B C D
8	<u>Brain stores million of messages.</u> A B C D
9	<u>People should mind your own business.</u> A B C D
10	<u>The players were doing your best to win the match.</u> A B C D
11	<u>The coach will try their best.</u> A B C D
12	<u>The committee announced his decision.</u> A B C D
13	<u>The Jury were divided in his opinion.</u> A B C D
14	<u>China is our neighboring country. He is a developed country.</u> A B C D
15	<u>He acted upon my good advices.</u> A B C D



16	<u>A horse is a faithful animal.</u> A B C D
17	<u>The majority of people prefer T.V. to radio.</u> A B C D
18	<u>If you open the door, airs will circulate better.</u> A B C D
19	<u>The teacher as well as the students are busy.</u> A B C D
20	<u>Neither the teacher nor the students is busy.</u> A B C D
21	<u>Time and tide wait for none.</u> A B C D
22	<u>There were people of different races in the meeting.</u> A B C D
23	<u>I have many new furnitures in my house.</u> A B C D
24	<u>What kind of a job are you doing there?</u> A B C D
25	<u>People should mind your own business.</u> A B C D
26	<u>The baby had made up her mind.</u> A B C D
27	<u>The students as well as the teacher is busy.</u> A B C D
28	<u>Wages of sin are hell.</u> A B C D
29	<u>He is Ghalib of today.</u> A B C D
30	<u>Textiles industries are industries because these supply basic human needs.</u> A B C D



WORD CLASS TEST NO. 2

TEST ON ARTICLES: Spot the error A, B, C or D.

1	<u>Friends I have</u> <u>are very sincere</u> <u>to me.</u> A B C D
2	<u>Horse is</u> <u>a faithful animal</u> A B C D
3	<u>"The man is mortal,"</u> <u>said the old wise man.</u> A B C D
4	<u>The gold is</u> <u>a very precious metal.</u> A B C D
5	<u>The Urdu is</u> <u>our national language.</u> A B C D
6	<u>I go to the school</u> <u>everyday.</u> A B C D
7	<u>They met there</u> <u>an European.</u> A B C D
8	<u>Mr. Sheraz is</u> <u>doctor in Mayo Hospital.</u> A B C D
9	<u>Superstitions were</u> <u>very powerful during Middle Ages.</u> A B C D
10	<u>The boy was talking</u> <u>and girl was silent.</u> A B C D
11	<u>The watt is</u> <u>named after James Watt,</u> <u>the British engineer.</u> A B C D
12	<u>Methane is</u> <u>a odourless gas</u> <u>and is the main ingredient of natural gas.</u> A B C D
13	<u>The alcohol acts as a</u> <u>narcotic on the nervous system</u> <u>and the brain.</u> A B C D
14	<u>Zachary Taylor was</u> <u>first president from the western state.</u> A B C D
15	<u>Of all the boys,</u> <u>Bob is strongest</u> A B C D

16	<u>Land covers almost third the earth's surface.</u> A B C D
17	<u>Mr. Chips retired after the World War two.</u> A B C D
18	<u>In 1271, the Polos traveled to East.</u> A B C D
19	<u>The Muslims are being suspected in USA.</u> A B C D
20	<u>Titanic was devastated by an ice berg.</u> A B C D
21	<u>The Valentine day is on fourteenth of February.</u> A B C D
22	<u>The sugar is sold by kilograms.</u> A B C D
23	<u>I'm learning how to speak the English.</u> A B C D
24	<u>The new island was the ideal place for us.</u> A B C D
25	<u>The Pelican Islands in Florida and Oregon Islands in Oregon are wild life refuges.</u> A B C D
26	<u>A broad expanse of sea, with a large number of Islands, is called archipelago.</u> A B C D
27	<u>The most coral Island develop from reefs.</u> A B C D
28	<u>When the island of Surtsey was eighteen months old, a first green plant appeared.</u> A B C D
29	<u>I've read history of United States.</u> A B C D
30	<u>Bird flew into the class room.</u> A B C D



WORD CLASS TEST NO. 3

TEST ON ADJECTIVES: Spot the error A, B, C or D.

1	<u>He is more stronger than I.</u> A B C D
2	<u>This is the most strongest bond.</u> A B C D
3	<u>Ronald is the intelligenter than Sharon.</u> A B C D
4	<u>Arnold is the intelligentest of all the boys.</u> A B C D
5	<u>Of the two boys, Johnny is gooder one.</u> A B C D
6	<u>Of all the three boys, his writing was badest.</u> A B C D
7	<u>Both the boys divided it among themselves.</u> A B C D
8	<u>Yesterday, I saw a long, shining car.</u> A B C D
9	<u>She says that butter tastes rancidly.</u> A B C D
10	<u>I don't have some friends.</u> A B C D
11	<u>We ought to respect those who are senior than we.</u> A B C D
12	<u>Jackson is wiser from John.</u> A B C D
13	<u>The higher you go, cooler it is.</u> A B C D
14	<u>She is prettiest of all.</u> A B C D
15	<u>Mary's marks are greater than any student.</u> A B C D

16	<u>This kind of apples</u> would be <u>sweeter than Cortland</u> . A B C D
17	<u>John's climb to fame</u> is <u>more rapid</u> than <u>his brother</u> . A B C D
18	<u>This is a much interesting story</u> . A B C D
19	<u>He was very grieved at the news</u> . A B C D
20	<u>Chaucer is the most ideal person in English literature</u> . A B C D
21	<u>Sylvia is much wise</u> . A B C D
22	<u>Jessica is very interested in literature</u> . A B C D
23	<u>I need no fewer than five kg sugar</u> . A B C D
24	<u>Mr. Shawn is the oldest of the Dodson family</u> . A B C D
25	<u>Emma said that tea was enough hot</u> . A B C D
26	<u>They could not travel any further</u> . A B C D
27	<u>There was little water in the pitcher</u> . A B C D
28	<u>He told that it was the worth-watching movie</u> . A B C D
29	<u>He told whole the story to her face</u> . A B C D
30	<u>Much too water spoils the plants</u> . A B C D



31	<u>Playing the violin is not as difficult</u> you <u>think</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
32	<u>You play the cello with a bow as the violin</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
33	<u>You play the cello with a bow like you do with to the violin</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
34	<u>There is not reason to worry</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
35	<u>Almost the states have a sales tax</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
36	<u>Twenty-dollar were not a good amount for it</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
37	<u>A three-years old boy was he</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
38	<u>They could not work any farther as they had worked fourteen hours</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
39	<u>This is very better than that</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
40	<u>The teacher punished the both boys</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>



WORD CLASS TEST NO. 4

TEST ON PRONOUNS: Spot the error A, B, C or D.

1	I, <u>you and they are fighting</u> <u>for a more worthy</u> cause. A B C D
2	<u>You, he and I are enemies</u> <u>from this day</u> onward. A B C D
3	<u>This is the movie whom</u> that I was <u>talking about</u> . A B C D
4	<u>After the departure of paramour,</u> <u>the man lived by him</u> . A B C D
5	<u>It is really very kind of yours</u> to help me. A B C D
6	<u>The penguin chicks can't go into the water</u> to get <u>themselves own</u> food. A B C D
7	<u>Balloons rise into the air</u> because <u>they contain a gas who</u> is less dense. A B C D
8	Narwhal is <u>the only animal</u> in the world <u>that has tusk on only one side of it body</u> . A B C D
9	Silver is <u>mixed</u> with <u>another metal</u> to make <u>themselves</u> harder. A B C D
10	Snails <u>breathe</u> by a lung that <u>opens</u> through a hole <u>inside of its bodies</u> . A B C D
11	Every fuel <u>has their own particular temperature at which it begins</u> to burn. A B C D
12	<u>Harriet Tubman, she an escaped slave,</u> led <u>three hundred slaves</u> . A B C D
13	Dreaming, <u>like all</u> other mental processes, <u>it is a product of the brain</u> . A B C D
14	Snails <u>produce a discharge that forms</u> a carpet as <u>their travel</u> along. A B C D
15	He <u>won fame for his research, who involved extensive work</u> with peanuts. A B C D



16	Enzymes <u>enable virus</u> to enter <u>cells in order to reproduce themselves</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
17	Jack London, <u>whom was known for his stories of Alaska</u> , <u>lived there</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
18	<u>Who shall I blame for this loss</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
19	<u>It's paw injured</u> , <u>the lioness limped down</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
20	<u>There is really no reason of yours becoming</u> so annoyed. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
21	<u>If it proved to be him</u> I'd <u>punish</u> him. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
22	<u>They threw him to we</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
23	<u>They object to me coming</u> late. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
24	<u>I say that it is mine house</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
25	<u>I am, sincerely your's</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
26	<u>The egg is her</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
27	<u>The penguin chick is unable</u> to get food <u>by it</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
28	<u>We enjoyed during the vocation</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
29	<u>The man that I saw was a native American</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
30	<u>The drumbeat whom I heard was a signal</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>

WORD CLASS TEST NO. 5
TEST ON VERBS: Spot the error A, B, C or D.

1	<u>They didn't plan buying a car.</u> A B C D
2	<u>We enjoyed to talk with your friend.</u> A B C D
3	<u>We can't help to wonder why she left.</u> A B C D
4	<u>"Do you know to swimming," she asked.</u> A B C D
5	<u>I was used to get up early.</u> A B C D
6	<u>You had better to check the schedule.</u> A B C D
7	<u>You had better don't go alone.</u> A B C D
8	<u>I would rather to drive the car.</u> A B C D
9	<u>She made the baby to mop.</u> A B C D
10	<u>I want to get the house paint.</u> A B C D
11	<u>Let's get Ralph go with us.</u> A B C D
12	<u>Tom had a tooth fill.</u> A B C D
13	<u>They had the lawyer to change their wills.</u> A B C D
14	<u>Michael helped me getting this job.</u> A B C D
15	<u>If water will freeze, it becomes a solid thing.</u> A B C D

16	<u>If you would come, I would go.</u> A B C D
17	<u>If you came, I would have gone.</u> A B C D
18	<u>Would that spring was always!</u> A B C D
19	<u>The doctor suggested that he should not smoke.</u> A B C D
20	<u>I propose that the vote is secret ballot.</u> A B C D
21	<u>She ignored the suggestion that she gets more exercise.</u> A B C D
22	<u>These notes need to revise.</u> A B C D
23	<u>Time and tide wait for none.</u> A B C D
24	<u>The novelist and poet are dead.</u> A B C D
25	<u>The rise and fall of the tide are due to lunar fluctuation.</u> A B C D
26	<u>None of them were there.</u> A B C D
27	<u>Each boy and each girl were given prize.</u> A B C D
28	<u>He never has and never will take such bold steps.</u> A B C D
29	<u>Lie the child down to sleep.</u> A B C D
30	<u>Let me lay here.</u> A B C D

31	<u>She made the boy to do the work.</u> A B C D
32	<u>Khipill was made stand the whole day.</u> A B C D
33	<u>"Don't make lame excuse," said Anna.</u> A B C D
34	<u>She very often enjoys to swim.</u> A B C D
35	<u>She avoids to meet people.</u> A B C D
36	<u>They enjoyed during the whole night.</u> A B C D
37	<u>She told that she wouldn't come.</u> A B C D
38	<u>Andren told to me about her.</u> A B C D
39	<u>I suggest you to apply for this post.</u> A B C D
40	<u>I want that you should meet him at the earliest.</u> A B C D
41	<u>The swimmer jumped in the river.</u> A B C D
42	<u>The man was standing into the river.</u> A B C D
43	<u>America invaded on Iraq.</u> A B C D
44	<u>You drunk too much liquor before you drove home last night.</u> A B C D
45	<u>She has writed me many letters.</u> A B C D



WORD CLASS TEST NO. 6

TEST ON ADVERBS: Spot the error A, B, C or D.

1	Please do <u>exact</u> as you are <u>directed</u> . A B C D
2	He ran as <u>fastly</u> as he <u>could</u> . A B C D
3	It is cool now, but <u>sometime</u> it gets <u>very</u> warm <u>here</u> . A B C D
4	When a <u>salesman</u> , Lorry traveled a <u>lot</u> . A B C D
5	While he <u>v</u> as a salesman, Lorry traveled a <u>lot</u> . A B C D
6	I can see <u>not longer</u> without my <u>glasses</u> . A B C D
7	He is <u>no long</u> at <u>this</u> seat. A B C D
8	Wholly, we <u>are</u> in <u>agreement</u> . A B C D
9	The house was <u>as a whole</u> consumed by <u>fire</u> . A B C D
10	It was <u>once</u> <u>Republicans</u> , we voted for <u>democratic</u> candidate <u>now</u> . A B C D
11	That <u>once</u> a <u>citizen</u> of Ireland, he is a <u>Canadian</u> . A B C D
12	Never <u>again</u> , they <u>will</u> <u>stay</u> in this hotel. A B C D
13	Not <u>once</u> <u>Lincoln</u> has been painted <u>smiling</u> . A B C D
14	Wholly, artificial <u>insemination</u> has contributed <u>very</u> much. A B C D
15	Thor Heyerdahl worked <u>diligent</u> to prove his <u>theory</u> of cultural <u>diffusion</u> . A B C D

16	<u>The British fleet arrived lately.</u> A B C D
17	<u>When the chemicals inside a cell not longer produce ions,</u> the cell stops. A B C D
18	<u>The common goldfish may live as long twenty-five years.</u> A B C D
19	<u>When a mechanic working at odd job,</u> Elisha Otis <u>invented the elevator.</u> A B C D
20	<u>Not until</u> the late Middle Ages, <u>glass did become a major material.</u> A B C D
21	<u>Adam none longer works here.</u> A B C D
22	<u>I was very homesick when a student abroad.</u> A B C D
23	<u>Once it was a novelty in America, fixed prices</u> are now <u>universal.</u> A B C D
24	<u>Never again they will behave like this.</u> A B C D
25	<u>Let's have lunch sometimes.</u> A B C D
26	<u>The novel is too interesting.</u> A B C D
27	<u>Some flowers don't smell sweetly.</u> A B C D
28	<u>He played the violin brilliantly last night in the concert</u> A B C D
29	<u>We just have seen her.</u> A B C D
30	<u>I shall meet you in the evening in the Hide Park.</u> A B C D

WORD CLASS TEST NO. 7
TEST ON PREPOSITIONS: Spot the error A, B, C or D.

1	<u>They jumped in the river.</u> A B C D
2	<u>They were standing into the river.</u> A B C D
3	<u>The book was upon the table.</u> A B C D
4	<u>She will act on my advice.</u> A B C D
5	<u>I've no interest and admiration for her.</u> A B C D
6	<u>They insisted on go there.</u> A B C D
7	<u>I want to know for what kind of people you are working for.</u> A B C D
8	<u>Jenifer agreed to Jessica on this point.</u> A B C D
9	<u>She was sitting besides me.</u> A B C D
10	<u>Instead going with you, I would like to go alone.</u> A B C D
11	<u>Despite of hard work, she failed in the course.</u> A B C D
12	<u>The snake was killed with the farrier.</u> A B C D
13	<u>Measles is dangerous when contact by adults.</u> A B C D
14	<u>Katherine went by bicycle to meet Mr. Chips</u> A B C D
15	<u>He came on aeroplane.</u> A B C D

16	<u>I've been waiting for you for morning.</u> A B C D
17	<u>Pakistan came into being in August 14, 1947.</u> A B C D
18	<u>The Pakistan Resolution was approved on March 1940.</u> A B C D
19	<u>The Angel prevented the child to fall.</u> A B C D
20	<u>He is junior from me.</u> A B C D
21	<u>She resembles with her mother.</u> A B C D
22	<u>The island was named by its large pelican colony.</u> A B C D
23	<u>Bacteria are responsible of many of the textures and flavors in our food.</u> A B C D
24	<u>Art Nouvean was based of long curving lines inspired by climbing plants.</u> A B C D
25	<u>The brain is made up of billions of neurons that differ with one another.</u> A B C D
26	<u>Wood is the hardened material from which trees are composed.</u> A B C D
27	<u>Animals change the color of their coat according the seasons.</u> A B C D
28	<u>The need for vitamins of our diet was discovered by the Dutch doctor.</u> A B C D
29	<u>Many of the satellites of space carry telescopes and other instruments.</u> A B C D
30	<u>I have no interest and admiration for her.</u> A B C D

WORD CLASS TEST NO. 8

MISCELLANEOUS TEST: Spot the error A, B, C or D.

1	I'll not come <u>except you need me.</u> A B C D
2	He speaks <u>like his father does.</u> A B C D
3	Remember <u>that although he is poor yet he is honest.</u> A B C D
4	<u>Although he is poor yet honest.</u> A B C D
5	No sooner did we reach there <u>when it began to rain.</u> A B C D
6	Hurrah. We have won the match. A B C D
7	What a <u>fine weather is it!</u> A B C D
8	<u>Neither</u> carol <u>or</u> Valerie <u>has</u> ever <u>seen</u> a movie at cinema. A B C D
9	<u>As soon as</u> she came <u>into</u> the room <u>than</u> Michael <u>went out.</u> A B C D
10	I <u>waited for her from morning to evening</u> but she <u>didn't</u> come. A B C D
11	<u>Both diamond except graphite are</u> made of the same element, <u>which is carbon.</u> A B C D
12	<u>Blinking helps keep the surface of the eye both clean so moist.</u> A B C D
13	<u>Most rodents eat grain seeds and nuts, instead some eat almost anything.</u> A B C D
14	<u>Peppermint</u> originated in Europe, <u>and</u> the early English colonists <u>brought it</u> to North America. A B C D
15	The <u>central</u> core of the earth is <u>made up</u> of both very hot <u>or</u> dense <u>material.</u> A B C D



16	They <u>either</u> happen <u>at night</u> <u>nor</u> they hit the earth in <u>uninhabited</u> areas. A B C D
17	<u>Octopuses</u> have not only large brains <u>and</u> also <u>a well-developed</u> nervous system. A B C D
18	We are <u>unsure</u> <u>whether</u> she will <u>qualify</u> <u>and</u> not. A B C D
19	Compact discs <u>are</u> <u>affected</u> <u>neither</u> <u>by</u> scratching <u>and</u> by dust. A B C D
20	I use bike <u>both</u> <u>to ride to school</u> and <u>going to market</u> . A B C D
21	<u>Not only</u> she <u>but</u> her <u>brothers</u> live <u>in America</u> . A B C D
22	It is <u>not</u> the money only <u>and</u> the principle that <u>makes me</u> <u>angry</u> . A B C D
23	She <u>hasn't finished</u> and I <u>haven't</u> <u>neither</u> . A B C D
24	Sherlock <u>works hard</u> <u>so</u> he <u>may</u> <u>succeed</u> <u>in life</u> . A B C D
25	<u>This is as good</u> <u>if not</u> <u>better</u> than that. A B C D
26	He <u>asked me</u> <u>that</u> <u>where</u> I <u>was</u> <u>planning</u> to go. A B C D
27	<u>As is the student</u> <u>like</u> is <u>the teacher</u> . A B C D
28	He <u>bled so profusely</u> <u>and</u> he <u>died</u> . A B C D
29	He <u>ran fast</u> <u>that</u> he <u>should</u> <u>miss</u> the train. A B C D
30	<u>Hard work</u> is <u>better</u> <u>to</u> <u>shyness</u> . A B C D

WORD CLASS TEST NO. 9

MISCELLANEOUS TEST: Spot the error A, B, C or D.

1	<u>Alike</u> many other people, I did <u>not know</u> the dangers <u>of</u> asbestos. A B C D
2	The new <u>information</u> on asbestos <u>caused</u> panic in construction and <u>industry</u> like. A B C D
3	<u>Because</u> legal <u>discrimination</u> , Pope never <u>attended</u> a university. A B C D
4	I saw <u>little</u> water in the jug. A B C D
5	A <u>large</u> amount of people were there <u>in the</u> meeting. A B C D
6	The fantastic <u>figures</u> <u>figures</u> very huge. A B C D
7	The heads <u>heads</u> the nation <u>in</u> problems. A B C D
8	The council <u>councilled</u> the protesting people <u>to be</u> calm. A B C D
9	We <u>bought</u> some stationary. A B C D
10	Somervell <u>was</u> adopt in grammar. A B C D
11	The <u>administration</u> will not willingly <u>except</u> the demands of the union. A B C D
12	As the month passed, Charles' <u>presence</u> <u>effected</u> many changes <u>in the</u> household. A B C D
13	In fact, they have some difficulty in <u>adopting</u> themselves to these changes. B C D
14	He was <u>complemented</u> on <u>having</u> done a fine job. A B C D
15	The house <u>looked</u> it's age <u>in spite</u> of our attempts to beautify it. A B C D

16	It's <u>paw injured</u> , the animal <u>limped down the road</u> . A B C D
17	When <u>operas are performed</u> , they <u>effect the listening</u> . A B C D
18	This <u>has resulted from its coverage of a days' events</u> . A B C D
19	In schools, teachers <u>advise</u> their students <u>to listen</u> to or <u>to view certain programs</u> . A B C D
20	In <u>these ways</u> , we are <u>preceding toward the goal</u> of an <u>educated public</u> . A B C D
21	The <u>cost of living is raising again</u> . A B C D
22	The <u>boys' father had forbidden them</u> to keep <u>there</u> puppy. A B C D
23	We <u>expect</u> that the <u>affects of the trip</u> will be <u>beneficial</u> . A B C D
24	The enemy <u>fled in many directions</u> , leaving <u>there</u> weapons <u>on the field</u> . A B C D
25	I am not <u>all together in agreement with the others' point</u> of view. A B C D
26	Your sweater <u>has been laying on the flour for a week</u> . A B C D
27	When he <u>began to give us advise</u> , we <u>stopped listening</u> . A B C D
28	Our car <u>has run good</u> on this kind of gasoline. A B C D
29	How much have <u>food costs raised during</u> the past year. A B C D
30	I <u>had all ready finished the book before</u> you came in. A B C D



WORD CLASS TEST NO. 10

MISCELLANEOUS TEST: Spot the error A, B, C or D.

1	Regardless of the <u>amount</u> of <u>obstacles</u> to be <u>over come</u> , the program will be a success. A B C D
2	<u>None</u> <u>remain</u> to <u>tell</u> the <u>story</u> <u>behind</u> . A B C D
3	<u>Neither he</u> <u>nor his brothers</u> <u>is</u> to be <u>blamed</u> in this regard. A B C D
4	<u>The teacher</u> , <u>together with</u> <u>the students</u> , <u>go</u> out for study tour. A B C D
5	A set of <u>four hundred books</u> <u>lie</u> on the shelves. A B C D
6	He is <u>one</u> of my <u>few relatives</u> who <u>has</u> never criticized my <u>taste</u> for <u>music</u> . A B C D
7	<u>Bread and butter</u> <u>have</u> become <u>very difficult</u> to be <u>earned</u> . A B C D
8	<u>The bread</u> and <u>the butter</u> <u>has</u> been sold <u>at this</u> shop. A B C D
9	<u>The wages</u> of <u>sin</u> <u>are</u> <u>hell</u> . A B C D
10	<u>Both the boys</u> divided <u>the money</u> <u>among</u> themselves and <u>were</u> very happy. A B C D
11	<u>Mr. Shan</u> is the <u>mutual friend</u> of <u>Shanid</u> , <u>Imran</u> and <u>Abdus Salam</u> . A B C D
12	<u>Many a men</u> have <u>been</u> sent to the officers. A B C D
13	<u>The mothers</u> should <u>realize</u> that <u>you</u> are <u>responsible</u> citizens. A B C D
14	<u>Anthropologists</u> <u>suggests</u> that apes and monkeys <u>have</u> <u>common</u> ancestors. A B C D
15	<u>The boy</u> with his <u>parents</u> <u>live</u> in the house next to <u>ours</u> . A B C D

16	<u>Mary</u> , as well as her <u>three friends</u> , <u>were</u> invited to the trial for the part of Helen. A B C D
17	<u>A row of trees</u> <u>were</u> planted <u>in front of</u> the house. A B C D
18	<u>A sight</u> to inspire fear <u>are</u> <u>wild animals</u> <u>on the loose</u> . A B C D
19	I saw <u>him</u> <u>pass</u> the notes to <u>one of the men</u> <u>who has</u> been standing <u>out side</u> the window. A B C D
20	Twenty-dollar <u>were</u> <u>too much</u> <u>to pay</u> <u>for that article</u> . A B C D
21	<u>The jury</u> <u>are</u> <u>able to agree</u> <u>on</u> the amount of the <u>settlement</u> . A B C D
22	<u>Measles</u> <u>are</u> <u>dangerous</u> when <u>contacted</u> by <u>adults</u> . A B C D
23	There was no <u>doubt</u> <u>in the coach's mind</u> <u>that every one of the boys</u> would do <u>their</u> best. A B C D
24	<u>These</u> kind of <u>apple</u> , if left on the tree to ripen, <u>would be</u> sweeter than the <u>Cortland's</u> . A B C D
25	<u>I heard</u> about another woman <u>who had just swam</u> the English channel. A B C D
26	The <u>following description</u> , <u>together with the drawings</u> , <u>present</u> a <u>master plan</u> . A B C D
27	Unlike actual money, <u>however</u> , the value of trading <u>stamps</u> <u>are</u> <u>only partially</u> estimated. A B C D
28	<u>Neither of them</u> <u>panicked</u> when the <u>bomb</u> blasted. A B C D
29	The major obstacle <u>are</u> <u>pedestrians</u> <u>crossing</u> other than <u>instructions</u> . A B C D
30	<u>The most interesting of cases</u> <u>are</u> <u>compulsory reading</u> for all the <u>surgeons</u> . A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 1

Directions: Spot the error A, B, C or D.

1	The <u>amount</u> of people who have <u>registered</u> <u>for</u> this course <u>is</u> very high. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
2	I thought that the books <u>were</u> <u>their's</u> <u>but</u> I see now <u>that</u> I was mistaken. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
3	You <u>drunk</u> <u>too much</u> liquor <u>before</u> you <u>drove</u> home last night. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
4	The most <u>exciting</u> <u>part</u> of the novel <u>was</u> <u>when</u> Mathilda <u>rejected</u> Count Vladimir. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
5	You <u>didn't</u> leave <u>none</u> <u>for</u> the <u>other</u> workers. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
6	You are <u>liable</u> <u>to be</u> <u>selected</u> to be the next <u>chairperson</u> of the <u>department</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
7	With <u>little</u> work to <u>occupy</u> <u>them</u> , the soldiers <u>suffered</u> <u>from</u> <u>low</u> <u>moral</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
8	For <u>he</u> to be <u>re-elected</u> , it is not essential <u>that</u> his policies <u>work</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
9	<u>All</u> social <u>restraints</u> on <u>their</u> behaviour <u>has</u> been removed. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
10	The meeting went <u>well</u> , <u>so</u> I believe I have a <u>reasonable</u> good chance <u>of</u> <u>success</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
11	You <u>should</u> not <u>exceed</u> to their <u>unreasonable</u> demands <u>this</u> <u>time</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
12	There <u>were</u> at least three <u>new</u> <u>innovations</u> that the <u>chairman</u> suggested. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
13	<u>One</u> should <u>dress</u> neatly, <u>be</u> <u>prompt</u> , and <u>displaying</u> interest in the job. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
14	<u>Illiteracy</u> affects <u>million</u> of people <u>worldwide</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
15	The <u>union</u> <u>insisted on</u> an increase in <u>their</u> <u>members'</u> starting pay. <u>A</u> <u>B</u> <u>C</u> <u>D</u>



16	If the game <u>went into</u> extra innings, the <u>relief pitcher</u> would have won <u>it</u> . A B C D
17	<u>Hardly no one</u> is able to <u>compete</u> in <u>professional sports</u> after the <u>age of forty</u> . A B C D
18	A person may study <u>diligently</u> , <u>but without</u> adequate sleep <u>you</u> can't <u>succeed</u> . A B C D
19	Miguel's looks are very <u>similar</u> to his <u>brother</u> , the <u>family</u> resemblance is <u>truly</u> striking. A B C D
20	<u>Evaluating</u> others' performances <u>make one</u> more critical of <u>one's</u> own efforts. A B C D
21	When <u>they reached</u> the cabin, the <u>mercury</u> had dropped and <u>his</u> hands were <u>frozen</u> . A B C D
22	We <u>ought</u> to <u>set</u> our prejudices aside and <u>except</u> each other as <u>equals</u> . A B C D
23	Life guards <u>have been known</u> to <u>effect</u> rescues <u>even during</u> tumultuous storm. A B C D
24	" <u>Leave us face</u> the fact that <u>we're in</u> <u>trouble</u> ," shouted he. A B C D
25	I know <u>that</u> you <u>will enjoy</u> flowers that <u>smell</u> so <u>sweetly</u> . A B C D
26	To go out <u>dancing</u> , to play cards, and <u>staying</u> out late <u>is my</u> <u>idea</u> of relaxation. A B C D
27	The children <u>have</u> grown <u>considerable</u> young since last time <u>their</u> uncle <u>visited</u> . A B C D
28	What <u>does either</u> Rick or Alice <u>know</u> about disease, hunger or <u>being poor</u> . A B C D
29	A bad <u>conscious</u> made him give <u>himself</u> , <u>though</u> no one <u>had</u> suspected him. A B C D
30	The attendance officer <u>conferred</u> many times <u>with</u> the dean and <u>I</u> . A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 2

Directions: Spot the error A, B, C or D.

1	I saw Mr. Mark, <u>him whom</u> you discussed <u>at</u> great length <u>last</u> evening. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
2	The baby's mouth is big <u>as</u> his father's and his eyes <u>are</u> blue <u>like</u> his <u>mother's</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
3	<u>You telling</u> the truth <u>required</u> great <u>moral</u> <u>courage</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
4	<u>Instead</u> <u>going</u> with her to the movies, Steve <u>decided</u> to stay at <u>home</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
5	American television <u>programmes</u> are <u>as good</u> or <u>better than</u> the British <u>programmes</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
6	<u>Shakespeare's</u> comedies <u>have</u> an <u>advantage</u> over <u>G.B.Shaw</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
7	<u>Within six months</u> , the store was operating <u>profitably</u> and <u>efficient</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
8	He <u>is aware of</u> <u>drinking</u> hot milk, <u>deep breathing</u> and <u>to exercise</u> daily. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
9	We <u>have</u> no choice <u>but to</u> appoint Mary: she is the <u>best</u> of the two <u>candidates</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
10	The <u>citizens</u> of Washington, <u>like</u> Los Angles, <u>prefer to commute</u> <u>by</u> automobile. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
11	The <u>revised</u> <u>procedure</u> was quite <u>different</u> <u>than</u> the previous one. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
12	<u>In my opinion</u> , <u>based upon</u> long years of research, <u>I think</u> the scheme was <u>unsound</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
13	Our work <u>is</u> to improve the club; if any body <u>must</u> resign, let it <u>not</u> be you or <u>me</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>
14	There was so much talking <u>in back of me</u> <u>that</u> <u>I could</u> not <u>enjoy</u> the music. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
15	<u>The King</u> , <u>having read</u> the speech, <u>he</u> and the <u>queen</u> <u>departed</u> . <u>A</u> <u>B</u> <u>C</u> <u>D</u>



16	<u>Walk slowly lest</u> you should <u>not</u> slip. A B C D
17	<u>Everyone did unto others</u> as <u>they would</u> do to the others. A B C D
18	<u>This</u> was the jockey <u>whom</u> , I saw, <u>was most</u> likely <u>to win</u> the race. A B C D
19	<u>It had lain out</u> in the rain since <u>all the night</u> . A B C D
20	Her voice was <u>not only good</u> , but <u>she also very clearly</u> <u>enunciated</u> . A B C D
21	<u>A space is</u> the last frontier for <u>man to conquer</u> . A B C D
22	The bodies of <u>cold-blooded</u> animals <u>have the same</u> <u>temperature</u> their surroundings. A B C D
23	<u>Despite its smaller size</u> , the Indian Ocean is <u>as deep</u> the Atlantic. A B C D
24	<u>Shoes of those kind</u> <u>are</u> bad for the feet; low heels <u>are</u> better. A B C D
25	<u>Many</u> of the problems <u>may</u> result <u>from to eat</u> an unbalanced diet. A B C D
26	T.V <u>should</u> not <u>become</u> a replacement <u>for</u> good teachers and neither <u>are</u> computer. A B C D
27	<u>The reason I will</u> not go to the U.S.A. <u>this year is</u> <u>because</u> I will go to the U.K. A B C D
28	<u>A progress</u> <u>has been made</u> toward <u>finding a cure</u> for AIDS. A B C D
29	<u>Writing of instructions</u> <u>for</u> computer is <u>called</u> <u>computer programming</u> . A B C D
30	<u>There is a few</u> money <u>remaining</u> after all expenses <u>have been paid</u> . A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 3

Directions: Spot the error A, B, C or D.

1	We were only <u>half way through</u> the discussion when <u>somebody</u> voiced <u>their</u> opinion. A B C D
2	<u>As I said</u> , I <u>have driven</u> <u>thousand of</u> miles in new England. A B C D
3	He <u>could</u> easily <u>have won</u> a scholarship if he <u>would have</u> <u>devoted</u> more time. A B C D
4	<u>Reading</u> , writing and revising <u>seems</u> to be the <u>principal</u> activities of <u>the scholar</u> . A B C D
5	The clerk <u>who had fainted</u> told me that he <u>felt</u> <u>alright</u> . A B C D
6	I <u>never have</u> and <u>never intend</u> to visit your school. A B C D
7	His <u>clothing</u> <u>laid</u> on the floor <u>until</u> his mother <u>picked it</u> up. A B C D
8	<u>Of the two</u> boys, the coach will <u>choose</u> the <u>best</u> one. A B C D
9	He <u>would have been</u> more successful if he <u>would have had</u> the <u>training</u> . A B C D
10	The <u>technique</u> may be <u>usable</u> in your business if you <u>adopt</u> it to <u>your</u> situation. A B C D
11	If you <u>saw</u> his lunch, you <u>would</u> have understood why he is <u>so over weight</u> . A B C D
12	<u>The room</u> was clean, <u>like it had never been</u> before. A B C D
13	The teacher was <u>justly</u> annoyed <u>by him</u> walking in <u>late</u> and <u>disturbing</u> the class. A B C D
14	It is <u>hoped</u> that a <u>more efficient</u> use of <u>fuel</u> will <u>decrease</u> the cost of fare. A B C D
15	We <u>would complete</u> it in a <u>shorter</u> time, and with <u>less</u> problems. A B C D



16	The <u>emigration</u> of a large <u>number</u> of <u>persons</u> each year <u>is</u> reducing. A B C D
17	The <u>atmosphere</u> of new <u>library</u> is not <u>like</u> the <u>old</u> one. A B C D
18	<u>Everybody</u> was <u>bustling</u> about, <u>laughing</u> away and even <u>to</u> <u>shriek</u> . A B C D
19	He <u>hoped</u> to <u>have</u> <u>finished</u> the <u>newly</u> assigned project <u>very</u> soon. A B C D
20	Mozart is <u>arguably</u> more <u>admired</u> and <u>be</u> <u>loved</u> than <u>any</u> <u>other</u> European composer. A B C D
21	The grant <u>should</u> go to the <u>applicant</u> <u>who</u> the board thinks <u>deserving</u> . A B C D
22	<u>That</u> scientist must be <u>ingenuous</u> to <u>arrive</u> <u>at</u> an <u>incredible</u> method of cloning. A B C D
23	My uncle, <u>who</u> <u>was</u> on vacation, along with my two cousins and I, <u>went</u> fishing. A B C D
24	" <u>Leave</u> <u>us</u> <u>face</u> the fact that <u>we're</u> in <u>trouble</u> ," he shouted. A B C D
25	I know <u>that</u> you <u>will</u> <u>enjoy</u> flowers that <u>smell</u> so <u>sweetly</u> . A B C D
26	<u>Hopefully</u> , we <u>shall</u> complete the building <u>before</u> the rainy season <u>set</u> in. A B C D
27	<u>None</u> of <u>us</u> <u>knows</u> the outcome of the battle <u>among</u> <u>he</u> and <u>us</u> . A B C D
28	What <u>does</u> <u>either</u> Rick or Alice <u>know</u> about disease, hunger or <u>being</u> <u>poor</u> ? A B C D
29	A bad <u>conscious</u> worried him <u>though</u> no one had <u>suspected</u> him <u>of</u> the crime. A B C D
30	<u>None</u> of my two brothers <u>do</u> anything to make life <u>better</u> for <u>our</u> parents. A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 4

Directions: Spot the error A, B, C or D.

1	The task of filling out college <u>applications</u> <u>are</u> <u>time-consuming</u> . A B C D
2	He has <u>high grades</u> , <u>varied interests</u> and <u>has earned</u> <u>good score</u> on the Entry Tests. A B C D
3	<u>Yesterday</u> , <u>the dean</u> <u>had announced</u> the timetable for the <u>new classes</u> . A B C D
4	The institute <u>announced</u> holidays and <u>sends</u> <u>the students</u> <u>good luck cards</u> . A B C D
5	<u>Studying hard</u> , <u>along with</u> <u>taking practice tests</u> , <u>help students</u> raise score on Entry Tests. A B C D
6	<u>Someone</u> who does not feel love <u>lives</u> <u>with a void</u> <u>in their life</u> . A B C D
7	The <u>students' council</u> , made up of students, <u>have</u> met <u>the principal</u> <u>many times</u> . A B C D
8	There <u>wasn't hardly</u> <u>any thing to do</u> <u>after the examination</u> . A B C D
9	" <u>I wish it was</u> <u>otherwise</u> ," he said. A B C D
10	The <u>Pakistani people</u> are <u>more friendlier</u> <u>to the tourists</u> . A B C D
11	The <u>average duration</u> of phone <u>calls</u> <u>were</u> <u>forty-six seconds</u> . A B C D
12	She <u>hears me</u> , <u>no matter</u> <u>how quiet</u> I <u>come into</u> the house. A B C D
13	The stadium <u>was filled</u> <u>with the</u> <u>sounds</u> of <u>everyones'</u> voice. A B C D
14	Harvey <u>suggested that</u> we <u>should order</u> <u>both</u> <u>pizza and sandwich</u> . A B C D
15	Davis is a good <u>lawyer</u> , <u>who like</u> <u>others</u> , <u>have</u> an eye on mistakes <u>of his opponents</u> . A B C D



16	The policies <u>at Hamburger city</u> <u>are stricter than</u> <u>Burger Boy</u> .
	A B C D
17	The <u>rumour</u> of <u>illegal practices</u> <u>have raised</u> serious <u>moral</u> questions.
	A B C D
18	Japan <u>has begun to threaten</u> <u>boycotting the</u> <u>American products</u> .
	A B C D
19	If she <u>would have played well</u> , she <u>might have joined</u> the team.
	A B C D
20	Sandra <u>has decided to study painting</u> , architecture and <u>how to draw</u> .
	A B C D
21	It <u>doesn't seem reasonable to take things</u> <u>for their</u> face value.
	A B C D
22	Many of <u>the citizens</u> <u>which were protesting</u> were <u>killed in</u> the bomb blast.
	A B C D
23	<u>Most teenagers</u> <u>prefer a small breakfast</u> <u>more than</u> a modest lunch.
	A B C D
24	Neil has <u>more sophisticated</u> sense <u>than other</u> <u>member of</u> the group.
	A B C D
25	The teacher <u>sat down</u> <u>besides the</u> <u>frightened</u> child and <u>encouradged</u> him.
	A B C D
26	<u>Were I to choose the most influential</u> teacher, it would have <u>to be him</u> .
	A B C D
27	<u>A number of trainees</u> <u>finds that their</u> knowledge of mathematics <u>is inadequate</u> .
	A B C D
28	If you <u>will look at it</u> <u>closely</u> , you <u>will see</u> many <u>mistakes</u> .
	A B C D
29	<u>Either</u> of the two solutions you <u>have proposed</u> <u>are acceptable to</u> the union.
	A B C D
30	Teachers <u>are trying to find connection</u> <u>between poverty with</u> the <u>dropout rate</u> .
	A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 5

Directions: Spot the error A, B, C or D.

1	<u>It has nothing to do with them breaking up</u> after a <u>two-year</u> romance. A B C D
2	<u>The police didn't respond quick to the call.</u> A B C D
3	<u>Tom's classmates were responding very sarcastic</u> to <u>his presentation.</u> A B C D
4	<u>Nowadays, there isn't hardly</u> a day when <u>no suicides occur.</u> A B C D
5	<u>If Tom Cruise was alive, he would have succeeded.</u> A B C D
6	<u>Her looks, experience and natural intelligence</u> <u>invites</u> the employers. A B C D
7	<u>Most of the people have little or no concern</u> of their wives. A B C D
8	I fully <u>agree to</u> Bertram's idea that <u>each person</u> is in <u>themselves</u> a <u>complex puzzle.</u> A B C D
9	The bridal gown was <u>most</u> unique <u>because it</u> was <u>decorated</u> with the lace fabric. A B C D
10	<u>The alarm awakened up the entire family.</u> A B C D
11	<u>The orchestra played so loud.</u> A B C D
12	The ghost was seen <u>hunting</u> the city, <u>stealing</u> diamonds and <u>he caused terror.</u> A B C D
13	Considering his health, <u>I think he should not have run as rapid</u> he did. A B C D
14	<u>Of the two Hemingway's novels, I like "A Farewell to Arms" the best.</u> A B C D
15	One <u>person's</u> sadness <u>can look exactly as anothers'</u> happiness. A B C D



16	Because he was much older <u>than me</u> , I <u>never felt comfortable in his presence</u> . A B C D
17	They <u>seized the land</u> that <u>they believed was their's</u> . A B C D
18	She <u>said that she is not frightened at all during the trip</u> . A B C D
19	It was <u>her who was to receive the award</u> . A B C D
20	I <u>shall</u> not object to <u>him</u> delivering the lecture <u>as long as he wishes</u> . A B C D
21	Many <u>new parents</u> worry <u>if their baby is healthy or not</u> . A B C D
22	The <u>new members</u> <u>sweared</u> that they <u>would</u> never <u>disclose</u> the secret. A B C D
23	John <u>could</u> hardly do <u>no better than Bob</u> . A B C D
24	Cynthia argued <u>to</u> her mother <u>over her refusal to attend</u> the concert. A B C D
25	The <u>new rules</u> are <u>more</u> stricter <u>than</u> the <u>older ones</u> . A B C D
26	<u>At a signal</u> from Andy, <u>all the members raised up from their seats</u> . A B C D
27	I agree <u>that</u> the knowledge of Latin is <u>helpful for build a good</u> English vocabulary. A B C D
28	<u>A person's behavior can be effected by others</u> . A B C D
29	We <u>enjoyed choosing the paintings, visiting painters, and to find</u> frames. A B C D
30	The <u>series of letters</u> that Margaret wrote to her father <u>contain</u> a valuable <u>commentary</u> . A B C D



USAGE TOPIC COMPLEMENTARY TEST NO. 6

Directions: Spot the error A, B, C or D.

1	The <u>quality of play</u> was even <u>worser</u> than it <u>had been</u> during the first half. A B C D
2	<u>Prior</u> to her presidency, <u>an attitude of cockiness and carelessness</u> <u>were</u> common. A B C D
3	<u>Following</u> traditional <u>family values</u> <u>have become</u> a thing of past. A B C D
4	<u>Now</u> that she <u>had competed</u> many tests, <u>she feels</u> <u>relatively confident</u> . A B C D
5	<u>Elected officials</u> feel <u>nothing but</u> <u>disdain of</u> <u>common peoples</u> . A B C D
6	<u>None</u> of the <u>candidates</u> <u>are</u> planning to <u>get back</u> . A B C D
7	He had already <u>laid out</u> the site, <u>cleared</u> the land and <u>began to</u> <u>dig out</u> the cave. A B C D
8	There is no <u>reason</u> for <u>you becoming</u> <u>so angry</u> with <u>Jason</u> . A B C D
9	<u>Had</u> she only done <u>like I told</u> her, she <u>would not have</u> faced the problems. A B C D
10	She <u>would</u> not have heard <u>about it</u> if I <u>would not have</u> told her. A B C D
11	The alarm <u>frightened</u> everyone in the class and <u>she more than</u> other <u>residents</u> . A B C D
12	<u>The second</u> comedian <u>was the funniest</u> of the two. A B C D
13	<u>Her jokes</u> are <u>sometimes</u> <u>vary</u> difficult to <u>understand</u> . A B C D
14	<u>The tribesman</u> made an excellent <u>soldier</u> - loyal and ready to die for <u>their</u> cause. A B C D
15	<u>Sara ran</u> <u>more</u> <u>faster than</u> Jack. A B C D



16	The <u>achievements</u> <u>as well as</u> <u>the failures</u> <u>has been</u> a matter of contention. A B C D
17	<u>Experts say</u> that <u>there is</u> a close <u>relationship</u> between apes <u>with</u> baboons. A B C D
18	The <u>younger</u> of the two claims <u>to swim</u> <u>as well</u> or <u>better than</u> his elder brother. A B C D
19	Kathy <u>noticed</u> that the <u>chocolate icing</u> had been <u>bit off</u> the <u>birthday cake</u> . A B C D
20	They <u>will continue</u> their <u>battle against</u> <u>the blaze</u> until they <u>brought</u> it under control. A B C D
21	<u>Unfortunately</u> , the old city <u>was</u> <u>severely effected</u> by the war. A B C D
22	A timid young woman <u>has</u> <u>scarcely no ability to hold</u> a job. A B C D
23	<u>After they walked in</u> the museum, they <u>searched for</u> the <u>officer</u> . A B C D
24	<u>An incident</u> that <u>farther embittered</u> the Colonists <u>occurred</u> in a Boston street. A B C D
25	<u>The confrontation</u> <u>between he</u> and his family forced him <u>to leave</u> home. A B C D
26	She <u>bought me</u> a <u>chocolate box</u> <u>for my</u> birthday. A B C D
27	<u>At Burger King</u> , the <u>hamburgers</u> are <u>very similar</u> to <u>Mc Donald</u> . A B C D
28	Raising <u>ticket prices</u> <u>maybe</u> a relatively <u>easy way to rise</u> funds. A B C D
29	John <u>made</u> Martha <u>to feel bad</u> about running over the dog that <u>ran onto</u> the road. A B C D
30	<u>Yesterday</u> , <u>she felt</u> <u>badly</u> . A B C D



SENTENCE CORRECTION - PREVIEW OF THE TOPIC

Directions: Choose the option (A), (B), (C) or (D) with correct grammatical expression.

ANATOMY OF QUESTIONS

1

- (A) He lacked both the training and the equipment needed in the job.
- (B) He lacked both the training and the equipment needed by the job.
- (C) He lacked both the training and the equipment needed on the job.
- (D) He lacked both the training and the equipment needed for the job.

2

- (A) They tried to pacify him for kindness and affection.
- (B) They tried to pacify him in kindness and affection.
- (C) They tried to pacify him by kindness and affection.
- (D) They tried to pacify him with kindness and affection.

3

- (A) Then he sat down in corner and remained quiet.
- (B) Then he sat down in corner and remained quite.
- (C) Then he sat down in corner and remain quiet.
- (D) Then he sat down in corner and remained quiet.

4

- (A) He was drenched with the hotness of his fear.
- (B) He was drenched in the hotness of his fear.
- (C) He was drenched by the hotness of his fear.
- (D) He was drenched off the hotness of his fear.

5

- (A) Why did you disagree with me?
- (B) Why did you disagree to me?
- (C) Why did you disagree on me?
- (D) Why did you disagree by me?



6

- (A) Do you stuff your head by things you do not understand.
- (B) Do you stuff your head with things you do not understand.
- (C) Do you stuff your head for things you do not understand.
- (D) Do you stuff your head in things you do not understand.

7

- (A) A day later he reached his first glimpse of Lahore.
- (B) A day later he took his first glimpse of Lahore.
- (C) A day later he found his first glimpse of Lahore.
- (D) A day later he caught his first glimpse of Lahore.

8

- (A) This will have a bad impact to the economy.
- (B) This will have a bad impact on the economy.
- (C) This will have a bad impact at the economy.
- (D) This will have a bad impact over the economy.

9

- (a) I would save him from dying of thirst.
- (b) I would save him from dying from thirst.
- (c) I would save him from dying with thirst.
- (d) I would save him from dying by thirst.

10

- (A) All this flashed by his mind in an instant of protest.
- (B) All this flashed on his mind in an instant of protest.
- (C) All this flashed through his mind in an instant of protest.
- (D) All this flashed by off mind in an instant of protest.



SENTENCE CORRECTION TOOLS

COMPOUND AND COMPLEX SENTENCES

1	<i>If + Present Indefinite Tense</i>	Future Indefinite Tense (Future Conditional)
2	<i>If + Past Indefinite Tense</i>	Would + V-I (Present Conditional)
3	<i>If + Past Perfect Tense</i>	Would have + V-III (Past Conditional)
4	<i>If + Were</i>	Would + V - I
5	<i>If + Had + V - III</i>	Would have + V - III
6	<i>Future Perfect Tense</i>	When + Present Indefinite (Future Compound)
7	<i>Past Perfect Tense</i>	When + Past Indefinite (Past Compound)
8	<i>While + Past Continuous</i>	Past Indefinite Tense
9	<i>Past Continuous Tense</i>	When + Past Indefinite

EXAMPLES:

1	<i>If you work hard</i> , <i>you will pass the examination.</i>
2	<i>If you worked hard</i> , <i>you would pass the examination.</i>
3	<i>If you had worked hard</i> , <i>you would have passed the examination.</i>
4	<i>If I were you</i> , <i>I would not do that.</i>
5	<i>If I had been you</i> , <i>I would not have done that.</i>
6	<i>The patient will have died when (before) the doctor reaches.</i>
7	<i>The patient had died when (before) the doctor reached.</i>
8	<i>While he was watching T.V,</i> <i>he fell asleep:</i>
9	<i>She was sleeping when I saw her.</i>



PROBABLE MISTAKES

- (i) These combinations may be used incorrectly.
(ii) Shall, will, may be used in the If-Clause.
(iii) Perfect Tense may be used in Time Clause (Starting with when\before etc.)

EXAMPLE

- (A) If they had worked hard, they had passed the course.
(B) If they had worked hard, they would have passed the course.
(C) If they had worked hard, they would passed the course.
(D) If they had worked hard, they passed the course.

Answer: (B) is the right option.

AGREEMENT BETWEEN HELPING VERB, MODAL VERB AND FORM OF VERB

The following are useful hints for the use of all the four forms of verbs.

HINTS

V - 1 st	Do, does, did, shall, will, can, could, would, should, may might, must, used to, ought to, is to, am to, are to, was to, were to, has to, have to, had to, shall/will have to, always, usually, daily.
V - 2 nd	Ago, last, yesterday, when, before, just in + point of time (In 2005 etc)
V - 3 rd	Has, have, had, almost, already, just, passive voice.
V - ing	Is, am, are, shall be, will be, was, were, since, for, now, at present.

EXAMPLE

- (A) We have never and will never misbehave, sir.
(B) We has never and would never misbehave, sir.
(C) We have never misbehaved and will never misbehave, sir.
(D) We have never misbehave and will never misbehave, sir.

ANSWER

(C) is the best option as "have" is a helping verb that needs the third form of the verb misbehaved), after itself "will" is a helping verb that needs the first form of the verb (misbehave).

**SUBJUNCTIVE / UNREAL PAST**

In the unreal Past or Subjunctive, we have some suppositions or contrary to fact conditions.

In such type of sentences, we use the following expressions.

1	If + subject + were → would + 1 st form verb.
2	If + subject + had + 3 rd form of verb → would have + 3 rd form of verb.
3	Had + subject + 3 rd form of verb → would have + 3 rd form of verb.

PROBABLE MISTAKES

“Was” may be used incorrectly instead of “were” or combination may be used incorrectly. The following are the four probable kinds of mistakes.

1	If + subject + <u>was</u> → would + 1 st form of verb (Wrong)
2	If + subject + were → would <u>have</u> + 3 rd form of verb (Wrong)
3	If + subject + had + 3 rd form of verb → would + 1 st form of verb (Wrong)
4	If + subject + <u>would</u> + 1 st form of verb → would + 1 st form of verb (Wrong)

E
X
A
M
P
L
E

- (A) If I was the author of that novel I, would have provided a happier ending.
(B) If I were the author of that novel I, would have provided a happier ending.
(C) If I had been the author of that novel, I would have provided a happier ending.
(D) If I would be author of that novel, I would have provided a happier ending.

ANSWER:

(C) is the right option.



EXERCISE ON CONDITIONAL COMPOUND SENTENCES

Choose the correct option (A), (B), (C), (D)

1. (A) If you shall come early, we shall begin the work.
(B) If you will come early, we will begin the work.
(C) If you would come early, we shall begin the work.
(D) We shall begin the work, if you come early.
2. (A) If you paid the amount, we would have delivered the goods.
(B) If you would pay the amount, we would deliver the goods.
(C) We would deliver the goods if you had paid the amount.
(D) We would deliver the goods if you paid the amount.
3. (A) If she were a film star, I would ask for her autograph.
(B) If she was a film star, I would ask for her autograph.
(C) If she had been a film star, I would ask for her autograph.
(D) If she had been a film star, I would have asked for her autograph.
4. (A) If the Quaid was alive, he might not tolerate the violence.
(B) If the Quaid were alive, he might not tolerate the violence.
(C) If the Quaid had been alive, he would not tolerate violence.
(D) If the Quaid had been alive, he could not tolerate violence.
5. (A) If I had resources, I could study in England.
(B) If I has resources, I could study in England.
(C) If I have resources, I could study in England.
(D) If I had resources, I would have studied in England.
6. (A) If you had married her, you would have been much happier.
(B) If you married her, you might have been much happier.
(C) If you had married her, you could be much happier.
(D) If you had married her, you might be much happier.
7. (A) When I entered the classroom, the lecturer had started the lecture.
(B) When I had entered the classroom, the lecturer had started the lecture.
(C) When I enter the classroom, the lecturer had started the lecture.
(D) When I would enter the classroom, the lecturer had started the lecture.
8. (A) We will have been married, when we will come again.
(B) We would have been married, when we came again.
(C) We will have been married when we come again.
(D) We will have been married, when we would come again.
9. (A) While he listens to the music, he fell asleep.
(B) When he listens to the music, he would fall asleep.
(C) When listening to the music, he fell asleep.
(D) While listening to the music, he fell asleep.
10. (A) When the spring came, the birds were singing.
(B) When the spring comes, the birds were singing.
(C) The birds started singing, when spring comes.
(D) The birds started singing, when spring comes.

**CORRECT ORDER OF THE PRONOUNS****RULE**

If there are more than one pronouns in the sentence, their correct order is 231 for good purposes.

2 = second person pronoun. 3 = third person pronouns. 1 = first person pronouns.

PROBABLE MISTAKES

The above order may be used incorrectly.

E
X
A
M
P
L
E

(A) I, he and you are fighting for a noble cause.

(B) You he and I are fighting for a noble cause.

(C) He, you and I are fighting for a noble cause.

(D) You, he and I are fighting for a noble cause.

Answer:

(D) is the right option.

CORRECT ORDER OF THE ADVERBS**RULE**

If there are more than one adverb in a sentence, the correct order is MPT.

M = Adverb of Manner, P = Adverb of Place and T = Adverb of Time.

PROBABLE MISTAKES

The above order may be used incorrectly.

E
X
A
M
P
L
E

(A) They met us in the morning warmly at the station.

(B) They met us warmly in the morning at the station.

(C) They met us warmly at the station in the morning.

(D) They met us at the station warmly in the morning.

Answer:

(C) is the right option.

NOTE

- (i) Adverb of Manner is the word that answers "How"?
- (ii) Adverb of Place is the word that answers "Where"?
- (iii) Adverb of Time is the word that answers "When"?



PLACEMENT OF SOME OTHER ADVERBS

RULE

Adverbs like “always, often, ever, just, never, usually, seldom, etc.” are used immediately after the subject if there is no helping verb in the sentence.

EXAMPLE

S Adv. V
He always speaks the truth.

Explanation: In this sentence, there is no helping verb; therefore, we have written the adverb “always” immediately after the subject “He”.

S = Subject, Adv = Adverb, V = Verb

RULE

Adverbs like “always, often, ever, just, never, usually, seldom, etc.” are used after the first word of the helping verb if there is some helping verb in the sentence.

EXAMPLE

S H.V Adv. V
He has always spoken the truth.

Explanation: In this sentence, there is some helping verb “has”, therefore, we have written the adverb “always” after the first word of helping verb “has”.

PROBABLE MISTAKES

EXAMPLE

- (A) They already have learnt this lesson.
- (B) They have already learnt this lesson.
- (C) They have learnt this lesson already.
- (D) They have learnt already this lesson.

Answer:

(B) is the right option.

**THE CORRECT ORDER OF THE ADJECTIVES**

Generally adjectives are written before nouns but adjectives should be written after the nouns in the following cases:

- 1 When the adjective is in the form of *worth + ing form*, it is always used after the noun

EXAMPLE

- (A) This is a worth-watching movie.
(B) This is a movie worth-watching.
(C) This is a worth-watch movie.
(D) This is a worthy-watching movie.
Answer: (B) is the right option.

- 2 When the adjective is same group of words it should preferably be used after the noun

EXAMPLE

- (A) He was a just and kind king.
(B) He was a king, just and kind.
(C) He was a just or kind king.
(D) He was a just, kind king.
Answer: (B) is the right option.

- 3 If there are more than one different kind of adjectives in the same sentences, they should be written in the following order (OSOA COMTP)

S. No	Group of Adjectives	Examples
O	Opinion (how good or bad?)	great, nice, wonderful, terrible, awful.
S	Size (how big?)	large, tall, small, long, short.
O	Other qualities	angry, fast, warm, important, quiet, famous, soft, wet, difficult.
A	Age (how old?)	new, old, young.
C	Colour	pink, white, black, gray, green, red, orange, blue.
O	Origin (from where?)	Pakistani, Indian, Chinese.
M	Material (made of?)	Plastic, steel, paper, etc.
T	Type (what kind?)	a mobile phone, <i>religious</i> party, <i>road</i> map, etc.
P	Purpose (what for?)	a <i>writing table</i> , a <i>dining room</i> .



EXAMPLE

- (A) She gave me a small pink plastic singing Chinese doll.
(B) She gave me a pink small plastic singing Chinese doll.
(C) She gave me a plastic pink small singing Chinese doll.
(D) She gave me a small pink plastic Chinese singing doll.

Answer:

(D) is the right option.

THE CORRECT ORDER OF THE ADJECTIVES AND ADVERBS**RULE**

If a sentence has both an adjective and an adverb (enough), we use adjective first and adverb afterwards.

PROBABLE MISTAKES

Adverb may be written first and Adjective later on.

EXAMPLE

- (A) Tea was enough hot to be taken.
(B) Tea was hot enough to be taken.
(C) It was tea who was enough hot to be taken.
(D) The tea which was enough hot to be taken.

Answer:

(B) is the right option.

THE CORRECT PLACEMENT OF RELATIVE CLAUSE**RULE**

Relative clause is used immediately after the noun it qualifies.

Relative clause may be used after other than the noun it qualifies.

PROBABLE MISTAKES

EXAMPLE

- (A) The boy is my brother who met you.
(B) The boy who met you is my brother.
(C) Who met you is boy my brother.
(D) He is my brother boy who met you.

Answer:

(B) is the right option.

**PLACEMENT OF Neither...nor, Either...or, Not only...but also****RULE**

Neithernor, Either....or, Not only....but also
should be placed immediately before the two items being discussed.

EXPLANATION

- (A) The child is neither encouraged to be critical or to examine opinions.
- (B) The child is neither encouraged to be critical nor to examine opinions.
- (C) The child is encouraged neither to be critical or to examine opinions.
- (D) The child is encouraged neither to be critical nor to examine opinions.

ANSWER:

(D) is the right option. Two items being discussed are “to be critical” and “to examine”. This is because the word “encouraged” has been written first and these two items have been written after “neither” and “nor”.

RULE

A shorter construction should be preferred to the longer one.

EXAMPLE

- (A) His actions have been loaded with significance and filled with worth.
- (B) His actions have been loaded with significant and worth.
- (C) His actions have been significant and loaded with worth.
- (D) His actions have been significant and worthwhile.

ANSWER:

(D) is the right option as all the other options are too wordy.

**PSEUDO COMPARISON****RULE**

Things should be compared with things and persons should be compared with persons.

PROBABLE MISTAKES

There may be faulty comparison i.e. things may be compared incorrectly with persons and vice versa.

**E
X
A
M
P
L
E**

- (A) These apples are sweeter than Courtland.
- (B) These apples are sweeter than Courtlands'.
- (C) These apples are sweeter than Courtland's.
- (D) These apples are sweeter than that of Courtland's.

ANSWER:

(C) is the right option.

**E
X
A
M
P
L
E**

- (A) I have no interest and admiration of her.
- (B) I have no interest in and admiration for her.
- (C) I have no interest in and admiration her.
- (D) I have no interest for and admiration in her.

ANSWER:

(B) is the right option as we have "interest in" and "admiration for."

UNATTACHED PARTICIPLE

Participle means the -ing form of the verb. If a sentence starts with the -ing form of the verb, it consists of at least two parts and these two parts are separated by a comma and the part of the sentence after the comma begins with some subject that refers to the part of the sentence before the comma.

**E
X
A
M
P
L
E**

- (A) Knowing little about algebra, it was difficult to solve the equation.
- (B) Knowing little about algebra, equation was found to be difficult to be solved
- (C) Knowing little about algebra, it was found difficult by me to solve the equation.
- (D) Knowing little about algebra, I found it difficult to solve the equation.

ANSWER:

(D) is the right option.



EXAMPLE

- (A) Having stolen the money, the thief was searched by the police.
(B) Having stolen the money, the police searched for the thief.
(C) Having stealing the money, the thief was searched by the police.
(D) Being that he stole the money, the police searched the thief.

ANSWER**(A) is the right option****JUMBLED SENTENCE****RULE**

The correct order of the different elements in a sentence is:

Status + actual word + origin + meaning + function.

Status means what it is whether a word, phrase or term. **Origin** means where the word comes from.

PROBABLE MISTAKES

Different elements may be placed in the wrong order.

EXAMPLE

- (A) "Democracy" the word which comes from Greek means government by the people.
(B) Meaning government by the people the word "democracy" comes from Greek.
(C) Its meaning being government by the people in Greek, the word is "democracy".
(D) The word "democracy" comes from Greek and means government by the people.

ANSWER**(D) is the best option**



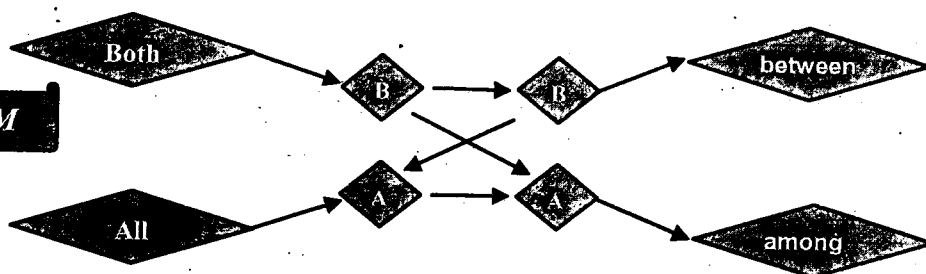
COMBINATION MISTAKES

WORDS	COMBINATION		PROBABLE MISTAKES	
Neither	nor	✓	or	X
Either	or	✓	nor	X
Not only	but also	✓	but	X
Too	to	✓	very	X
From	to	✓	till	X
From	till	✓	to	X
Those	who	✓	as	X
Such	as	✓	who	X
Rather	than	✓	but	X
2 nd degree	than	✓	from	X
Not	but	✓	and	X
Both	and	✓	or	X
Both	between	✓	among	X
All	among	✓	between	X
Whether	or (not)	✓	and	X
Although	, / yet	✓	but	X
Though	, / yet	✓	but	X
No other	than	✓	and	X
Than any	other	✓	else	X
As + adjective	as	✓	--	X
No sooner	than	✓	when	X
Hardly, Scarcely	when	✓	than	X
As	so	✓	such	X
As if / As though	were	✓	was	X
As if / as though	had been	✓	Has been	X
The same	That	✓	Who / which	X

1	Both the boys divided it among themselves.	X
	Both the boys divided it between themselves.	✓
2	All the boys divided it between themselves.	X
	All the boys divided it among themselves.	✓



DIAGRAM



1	Neither he or his friend will go.	<i>Incorrect</i>
	Neither he nor his friend will go.	<i>Correct</i>
2	Either she nor her parents will come.	<i>Incorrect</i>
	Either she or her parents will come.	<i>Correct</i>
3	Not only the book but the book's price is good.	<i>Incorrect</i>
	Not only the book but also the book's price is good.	<i>Correct</i>
4	He is very weak to walk.	<i>Incorrect</i>
	He is too weak to walk.	<i>Correct</i>
5	I waited from morning to evening.	<i>Incorrect</i>
	I waited from morning till evening.	<i>Correct</i>
6	I traveled from Lahore till Multan.	<i>Incorrect</i>
	I traveled from Lahore to Multan.	<i>Correct</i>
7	We do not like such students who are disobedient.	<i>Incorrect</i>
	We do not like such students as are disobedient.	<i>Correct</i>
8	We do not like those people as are dishonest.	<i>Incorrect</i>
	We do not like those people who are dishonest.	<i>Correct</i>
9	He is taller from me.	<i>Incorrect</i>
	He is taller than I (am).	<i>Correct</i>
10	I do not know whether he will come and not.	<i>Incorrect</i>
	I do not know whether he will come or not.	<i>Correct</i>
11	Although he is poor but he is honest.	<i>Incorrect</i>
	Although he is poor yet he is honest.	<i>Correct</i>
12	No sooner did I reach when the train started.	<i>Incorrect</i>
	No sooner did I reach than the train started.	<i>Correct</i>
13	This book is as difficult the previous one.	<i>Incorrect</i>
	This book is as difficult as the previous one.	<i>Correct</i>
14	He speaks as if he was mad.	<i>Incorrect</i>
	He speaks as if he were mad.	<i>Correct</i>
15	He speaks as though he has been mad.	<i>Incorrect</i>
	He speaks as though he had been mad.	<i>Correct</i>



COMBINATION OF TENSES

EXAMPLES

1	If + 1 st form (Present simple)	→	shall / will + 1 st form (Future Simple)
2	If + 2 nd form (Past simple)	→	would + 1 st form (Past)
3	If + had + 3 rd form (Past perfect)	→	would have + 3 rd form
4	When + 1 st form (Present Simple)	→	will / shall have + 3 rd form
5	When + 2 nd form (Past Simple)	→	had + 3 rd form (Past Perfect)

1	If you work, you will pass.
2	If you worked, you would pass.
3	If you had worked, you would have passed.
4	When the doctor reaches, the patient will have died.
5	When the doctor reached, the patient had died.

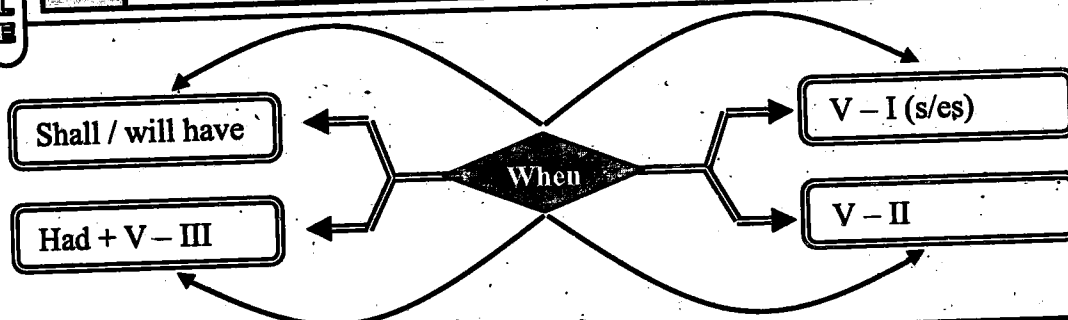
PROBABLE MISTAKES

if

Shall X will X would X

EXAMPLE

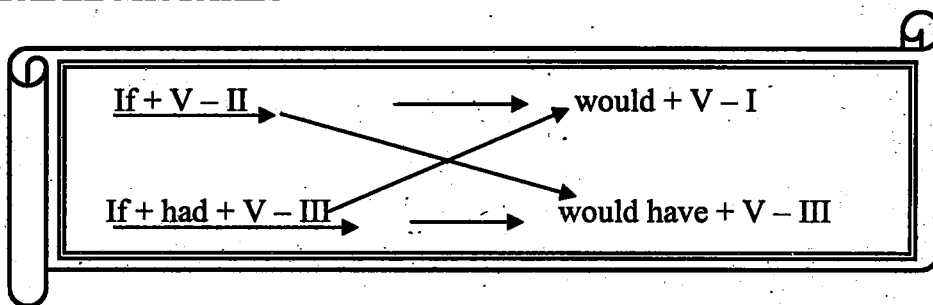
1	If they <u>will</u> come, we shall go.	<i>Incorrect</i>
	If they come, we shall go.	<i>Correct</i>
2	If they <u>would</u> come, we would go.	<i>Incorrect</i>
	If they came, we would go.	<i>Correct</i>



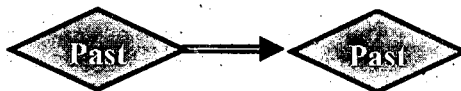
1	The patient will have died when (before) the doctor will come.	<i>Incorrect</i>
	The patient will have died when (before) the doctor comes .	<i>Correct</i>
2	The patient had died when (before) the doctor had reached .	<i>Incorrect</i>
	The patient had died when (before) the doctor reached .	<i>Correct</i>



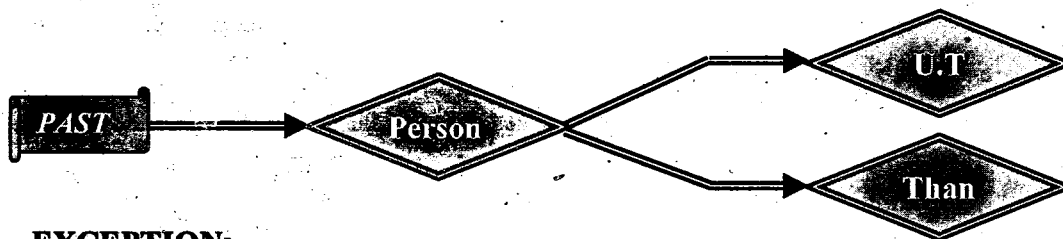
PROBABLE MISTAKES



Note: As a general rule, past tense must be followed by past tense.



EXAMPLE	1	He said that he goes to college daily.	Incorrect
		He said that he went to college daily.	Correct

**EXCEPTION:**

1. The **Universal Truth** is always in present tense.

EXAMPLE	1	He said that the sun rose in the east.	Incorrect
		He said that the sun rises in the east.	Correct

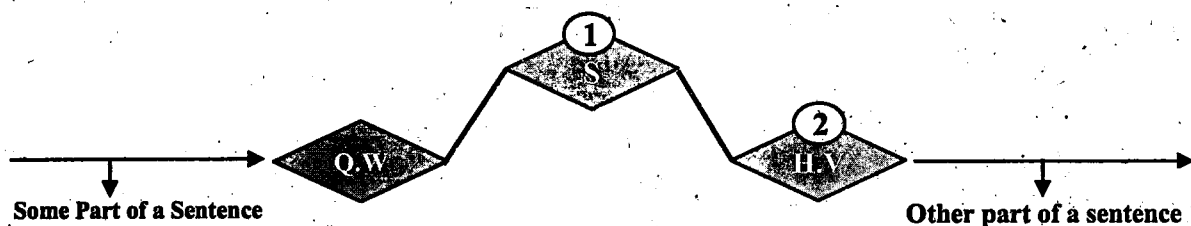
2. Comparison is generally in present tense.

EXAMPLE	1	She liked me more than she liked you.	Incorrect
		She liked me more than she likes you.	Correct



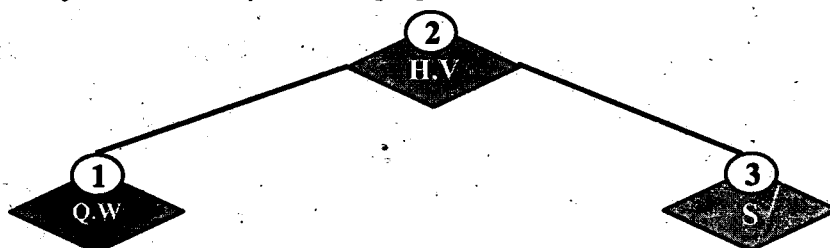
CONSTRUCTION MISTAKES

- The second part of sentence beginning with some question word must be in simple construction (S + H.V) and not the interrogative. (H.V + S).

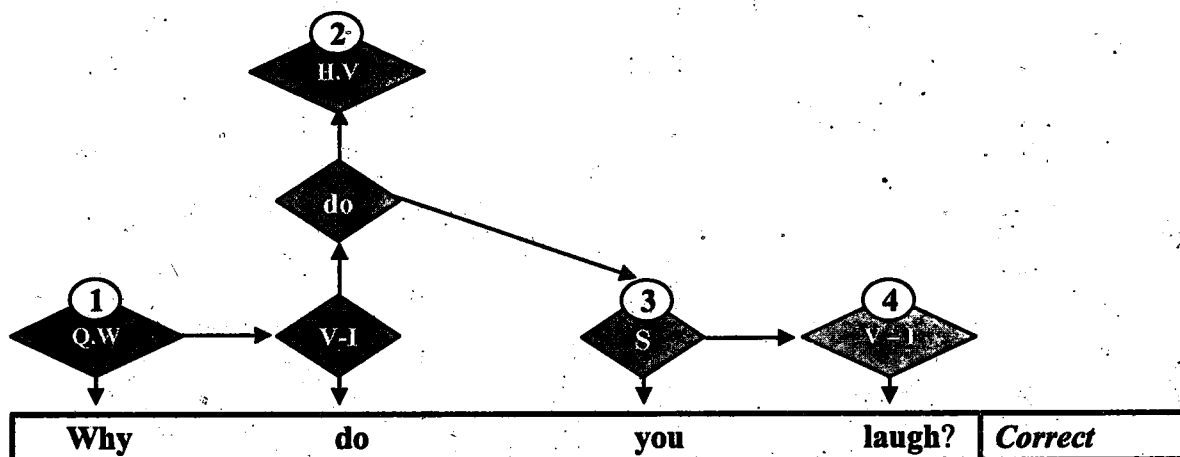
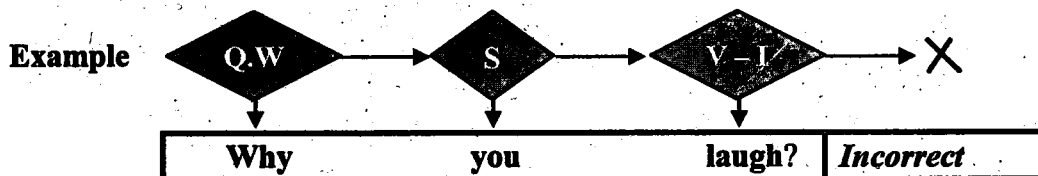


1	He asked me what was I doing.	<i>Incorrect</i>
	He asked me what I was doing.	<i>Correct</i>

- In the interrogative sentences of present and past simple tenses, the question words must immediately be followed by some helping verbs like "do, does, did"

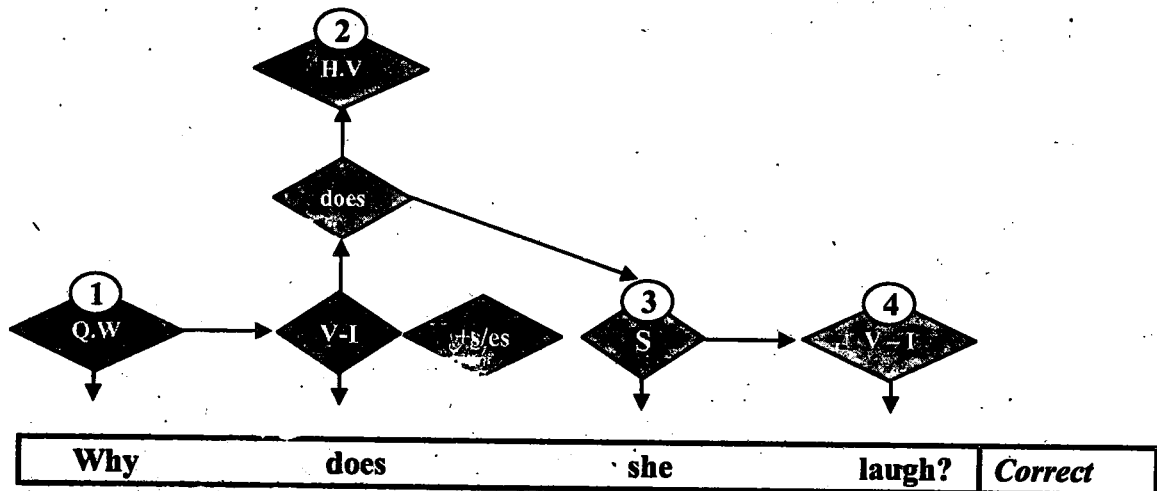
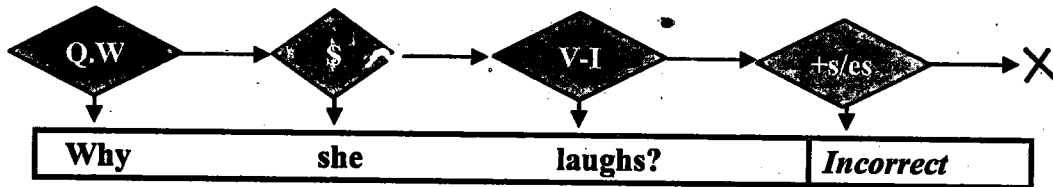


- If there is 1st form of verb immediately after some question word like *why* in the incorrect sentence, it should be replaced by helping verb *do* + subject + 1st form of verb.

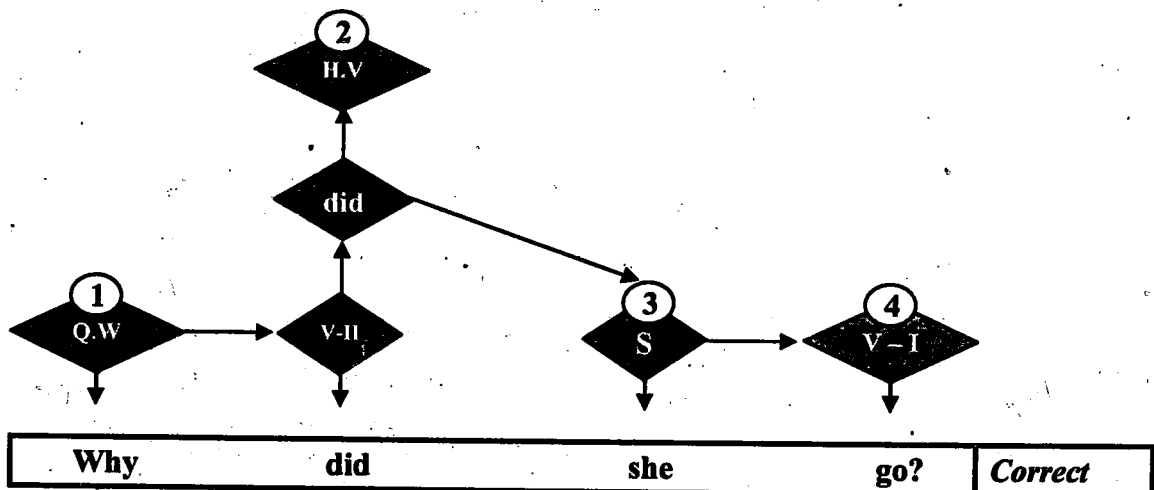
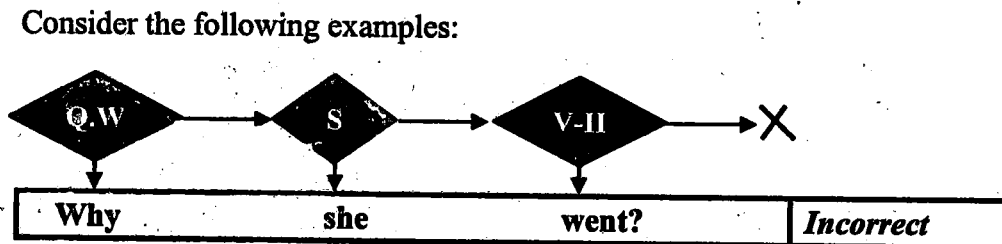




- If there is 1st form of verb + s/es immediately after some question word like *why* in the incorrect sentence, it should be replaced by helping verb *does* + subject + 1st form of verb. Consider the following examples:



- If there is 2nd form of verb immediately after some question word like *why* in the incorrect sentence, it should be replaced by helping verb *did* + subject + 1st form of verb. Consider the following examples:





SOME MORE EXAMPLES:

EXAMPLES	1	Why you laugh at the poor?	<i>Incorrect</i>
		Why do you laugh at the poor?	<i>Correct</i>
	2	Why she goes there every evening?	<i>Incorrect</i>
		Why does she go there every evening?	<i>Correct</i>
	3	Where you went yesterday?	<i>Incorrect</i>
		Where did you go yesterday?	<i>Correct</i>

➤ Since / for are the markers for the use of has been, have been or had been.

EXAMPLES	1	He is ill for ten days.	<i>Incorrect</i>
		He has been ill for ten days.	<i>Correct</i>
	2	I know him since long.	<i>Incorrect</i>
		I have known him since long.	<i>Correct</i>
	3	I lived in his house since 2000.	<i>Incorrect</i>
		I have been living in his house since 2000.	<i>Correct</i>



REPETITION, REDUNDENCY AND COLLOCATION

1. USE OF DOUBLE SUBJECT IS WRONG.

Hemingway revised the novel and he cut it short.	<i>Incorrect</i>
Hemingway revised the novel and cut it shout.	<i>Correct</i>

2. USE OF DOUBLE RELATIVE PRONOUN IS WRONG.

This is the organization which that I wanted to be associated.	<i>Incorrect</i>
This is the organization with which I wanted to be associated.	<i>Correct</i>

3. USE OF DOUBLE PREPOSITIONS IS WRONG.

This is the organization with which I wanted to be associated with.	<i>Incorrect</i>
This is the organization with which I wanted to be associated.	<i>Correct</i>

4. USE OF DOUBLE INTERROGATIVE IS WRONG.

He asked what was your date of birth.	<i>Incorrect</i>
He asked what your date of birth was.	<i>Correct</i>

5. USE OF DOUBLE CONJUNCTION IS WRONG.

He asked that if he would come.	<i>Incorrect</i>
He asked if he would come.	<i>Correct</i>

6. USE OF DOUBLE ADJECTIVE IS WRONG.

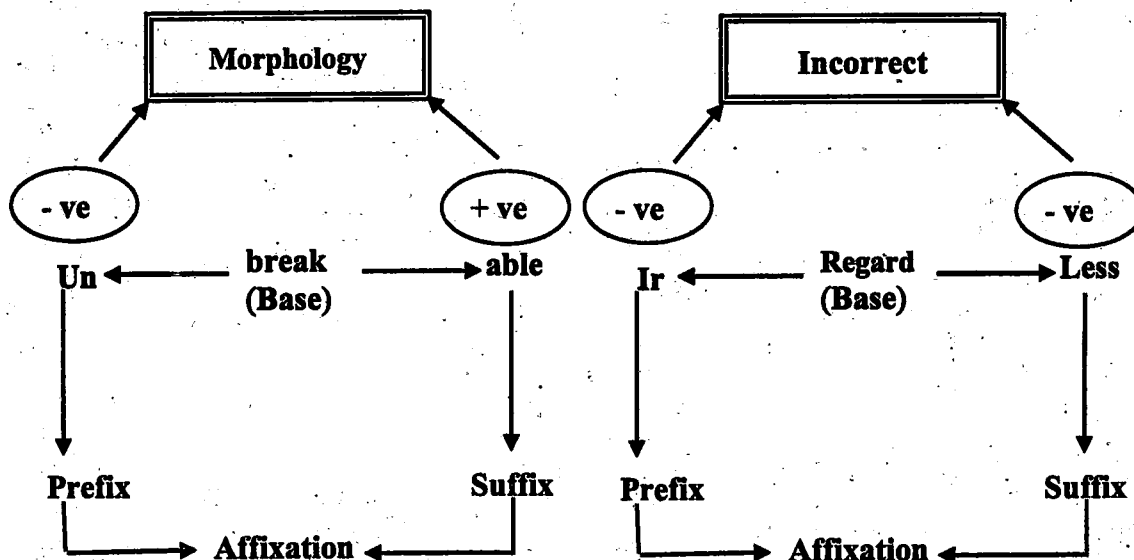
This is the most Strongest bond in the outer shell.	<i>Incorrect</i>
This is the strongest bond in the outer shell.	<i>Correct</i>
He is more wiser than I.	<i>Incorrect</i>
He is wiser than I.	<i>Correct</i>



7

USE OF DOUBLE NEGATIVE IS WRONG

- Repetition of the same affixation with same base is wrong.



EXAMPLES	1	I'll do it irregardless of the consequences.	<i>Incorrect</i>
		I'll do it regardless of the consequences.	<i>Correct</i>

- ◆ Some words are already negative and we can't write negative word after them. These words are: *Neither, Scarcely, Hardly, Forbid, Until, Unless, Lest* etc.

EXAMPLES	1	He forbade not to go there.	<i>Incorrect</i>
		He forbade to go there.	<i>Correct</i>
	2	Walk slowly lest you should not fall down.	<i>Incorrect</i>
		Walk slowly lest you should fall down.	<i>Correct</i>
	3	My friend had no money and I had not neither.	<i>Incorrect</i>
		My friend had no money and I had not either.	<i>Correct</i>



8

The use of double future tense is wrong

Example: If you **will work** hard, you **will pass** the examination (X)

Future

Future

Example: If you **work** hard, you **will pass** the examination (✓)

Present

Future

Hint: If Shall X Will X Would X

9

The use of double "would" is wrong

Example:

If they **would** listened, they **would** understand. (X)

would



would

If they **listened**, they **would** understand. (✓)

Present



Future



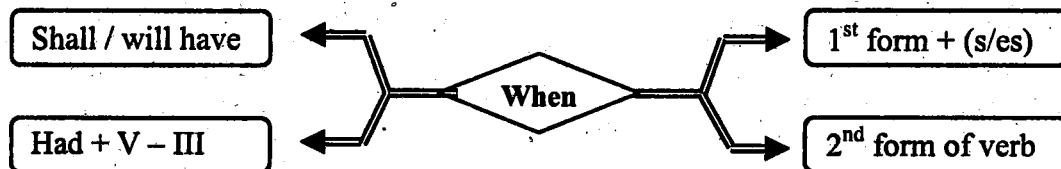
10
The use of double past perfect is wrong
Example:

He  died when I  reached. (X)


Past Perfect

Past Perfect

He  died when I  reached. (✓)


Past Perfect.

Past Indefinite


Note: "Before" can be used instead of "When"



REDUNDANCY

By redundancy, we mean unnecessary repetition of the same idea.

Words	Redundancy	Words	Redundancy
Repeat	Again	Incorrect	Mistake
Return	Back	New	Innovation
Join	Together	Rarely	Seldom
Proceed	Forward	Such as	For example
Progress	Forward	Protect	Guard
Advance	Forward	Same	Identical
Sufficient	Enough	Chief	Main

EXAMPLES

1	I heard about new innovation.	<i>Incorrect</i>
	I heard about an innovation.	<i>Correct</i>
2	He repeated the answer again.	<i>Incorrect</i>
	He repeated the answer.	<i>Correct</i>
3	I shall return back very soon.	<i>Incorrect</i>
	I shall return very soon.	<i>Correct</i>
4	He forbade us not to do it.	<i>Incorrect</i>
	He forbade us to do it.	<i>Correct</i>
5	The commander ordered to advance forward.	<i>Incorrect</i>
	The commander ordered to advance.	<i>Correct</i>

**WORDINESS OR VERBOSITY**

Sometimes the problem isn't choosing exactly the right word to express an idea—it is being "wordy," or using words that your reader may regard as "extra" or inefficient. Take a look at the following list for some examples. On the left are some phrases that use three, four, or more words where fewer will do; on the right are some shorter substitutes:

I came to the realization that
She is of the opinion that
Concerning the matter of
During the course of
In the event that
In the process of
Regardless of the fact that
Due to the fact that
In all cases
At that point in time
Prior to

I realized that
She thinks that
About
During
If
During, while
Although
Because
Always
Then
Before

Class Room Activity

1. (A) Could you repeat your question?
(B) Could you repeat again your question?
2. (A) Many unskilled workers without training in a particular job are unemployed and do not have any work.
(B) Many unskilled workers are unemployed.
3. (A) The man who is tall bought the car.
(B) The tall man bought the car.
4. (A) The young girl waiting by the door would like to see you.
(B) The young girl who is waiting by the door would like to see you.
5. (A) She spent a total of fourteen years from 1990 to 2004 in the research area of enzymes.
(B) She did enzyme research from 1990 to 2004.



Class Room Activity

Choose the correct answer.

1. (A) All matter is composed of molecules or atoms that are in motion in a constant way.
(B) All matter is composed of molecules or atoms that are in motion in a constantly way.
(C) All matter is composed of molecules or atoms that are in motion with constancy.
(D) All matter is composed of molecules or atoms that are in motion constantly.
2. (A) It was a problem which was very difficult in character and very delicate in nature.
(B) It was a problem in character very difficult and in nature very delicate.
(C) The problem was difficult and delicate.
(D) The problem was difficult in character and delicate in nature.
3. (A) Hospitalization that it covers room, meals, nursing, and additional hospital expenses such as lab tests, X-rays, and medicine.
(B) Hospitalization covers room, meals, nursing, and additional hospital expenses such as lab tests, X-rays, and medicine.
(C) Hospitalization which covers room, meals, nursing, and additional hospital expenses such as lab tests, X-rays, and medicine.
(D) Hospitalization is covering room, meals, nursing, and additional hospital expenses such as lab tests, X-rays, and medicine.
4. (A) She returned back to her hometown after she had finished her degree.
(B) She returned to her hometown after she had finished her degree.
(C) She returned back her hometown after she had finished her degree.
(D) She was return her hometown after she had finished her degree.
5. (A) Hummingbirds move their wings so rapidly that they appear to be hanging in he air.
(B) Hummingbirds move their wings so rapid a way that they appear to be hanging in the air.
(C) Hummingbirds move their wings in such a rapid way that they appear to be hanging in the air.
(D) Hummingbirds move their wings with such rapidity that they appear to be hanging in the air.

Class room activity

Spot the error.

6. The money that I have is sufficient enough for my needs.
A B C D
7. While actively hunting, a dolphin sends out transmitting about five signals every second.
A B C D
8. So far almost a million different species of insects have been identified and named.
A B C D
9. Drastic measures are often necessary and needed to stop famines.
A B C D
10. It was very, extremely important for me to tell him the whole thing.
A B C D

**COLLOCATION OF WORDS: "MAKE" OR "DO"**

Definition: Collocation means the association between two words that are typically or frequently used together.

	EXPRESSION WITH "MAKE"	EXPRESSION WITH "DO"
1	Make a mistake	Do assignment
2	Make a difference	Do business
3	Make a comparison	Do one's duty
4	Make a plan	Do harm
5	Make an investment	Do home work
6	Make an offer	Do research
7	Make a discovery	Do justice to
8	Make a choice	Do one's best
9	Make use of	Do wrong
10	Make an attempt	Do a service
11	Make a profit	Do a work
12	Make a decision	Do damage
13	Make a suggestion	Do wonders
14	Make a prediction	Do a favor

PROBABLE MISTAKES

"Do" and "make" may be used interchangeably and this is wrong.

EXAMPLES	1	They are not doing a sound investment	<i>Incorrect</i>
		They are not making a sound investment	<i>Correct</i>
	2	Justice will be made to every body	<i>Incorrect</i>
		Justice will be done to every body	<i>Correct</i>



WORD CHOICE

Consider the list of correct use of fourteen words. These words often cause mistakes in their usage. These are also called confusing words.

1. "LIKE" OR "ALIKE"

"Like" is a preposition and is followed by some noun or pronoun. Whereas "alike" is an adverb. In other words, "like" is used in the beginning whereas "alike" is used at the end of a sentence.

EXAMPLES

1	Alike his brother, he is a doctor.	<i>Incorrect</i>
	Like his brother, he is a doctor.	<i>Correct</i>
2	Both the brothers are like.	<i>Incorrect</i>
	Both the brothers are alike.	<i>Correct</i>

2. "INSTEAD OF" OR "INSTEAD"

"Instead of" is used in the beginning whereas "instead" is used at the end of a sentence.

EXAMPLES

1	Instead going with you, I'll stay at home.	<i>Incorrect</i>
	Instead of going with you, I'll stay at home.	<i>Correct</i>
2	I'll not go with you; I'll stay at home instead of.	<i>Incorrect</i>
	I'll not go with you; I'll stay at home instead.	<i>Correct</i>



3. "AFTER" OR "AFTER WARDS"

"After" is used in the beginning, whereas "afterwards" is used at the end of a sentence.

EXAMPLES

1	Afterward taking meals, she went to sleep.	<i>Incorrect</i>
	After taking meals, she went to sleep.	<i>Correct</i>
2	She took meals and went to sleep after.	<i>Incorrect</i>
	She took meals and went to sleep afterward.	<i>Correct</i>

4. "ANOTHER" OR "OTHER"

"Another" can be used before a singular noun whereas; "other" can be used before plural noun.

EXAMPLES

1	We need to find other way.	<i>Incorrect</i>
	We need to find another way.	<i>Correct</i>
2	It protects another materials from fire.	<i>Incorrect</i>
	It protects other materials from fire.	<i>Correct</i>

5. BECAUSE OF OR OWING TO OR DUE TO

"Because of" and "Owing to" may be used at the beginning of a sentence whereas before "due to", there must be some "be" form of verb.

EXP

1	Due to summer vacation, the college shall remain closed.	<i>Incorrect</i>
	Because of summer vacation, the college shall remain closed.	<i>Correct</i>

**6. Affect / Effect**

AFFECT means to influence or to feign (verb).

- The pollution **affected** our health.

EFFECT means to cause or bring about (verb) or a result (noun).

- Our lawsuit **effected** a change in the law.
- The **effect** of the storm could not be measured.

7. All ready

ALL READY is an ADJECTIVE PHRASE meaning "completely ready".

- We were **all ready** to leave.

ALREADY is an ADVERB OF TIME meaning "by or before a specific time".

- We got there early but he had **already** left.

8. Alright / All right

ALRIGHT is now often employed in common usage to mean all right.

In formal usage, all right is still preferred by most authorities.

- I'm **alright**, thank you

ALL RIGHT means satisfactory, very well, uninjured, or without doubt.

It was his responsibility, **all right**.

9. As / Like

AS is not always as clear as because, for, or since.

- She wants to cry **because** she is very sad.

AS used as a conjunction, is followed by a verb.

- Do **as** I do, not **as** I say.

LIKE used as a preposition, is not followed by a verb.

- Try not to behave **like** a child.

As ... As / So ... As

AS ... AS is used in an affirmative statement.

- She is **as talented as** any other actress in the show.

SO ... AS is used in a negative statement.

- He is not **so reliable as** his elder brother.

**10. A while / Awhile**

A WHILE is used after a preposition (noun)

- I coached the team for a **while**.

AWHILE means for a short time, briefly.

- I coached the team **awhile**.

11. Formally / Formerly

FORMALLY means "in a formal way".

- The meeting was conducted very **formally**.

FORMERLY means "previously", "at an earlier time".

- John was **formerly** a member of that club.

12. Healthful / Healthy

HEALTHFUL means "good for one's health".

- Vegetables are **healthful** foods.

HEALTHY means "in a good condition of health".

All of his children are **healthy**.

13. Its / It's

ITS is the singular POSSESSIVE PRONOUN for things.

- *The tree lost **its** leaves.*

IT'S is the contraction for "it is" or "it has".

***It's** a nice day today.*

14. Most / Almost

The adjective MOST is the superlative form of many, meaning greatest in number, amount or degree.

- ***Most** birds can fly but we can't.*

The adjective most is also the superlative form of much, meaning "the largest amount".

- ***Most** coffee comes from Brazil.*

ALMOST is an ADVERB meaning "slightly less than," "not quite," or "very nearly".

Almost all the students are here.



GRAMMATICAL MODIFIER

A modifier describes, clarifies, or gives more detail about a concept.

1. Adverb in verb phrase
 - [Put it **gently** in the drawer].
2. Adverb in adverb phrase
 - She set it down [**very gently**].
3. Adverb in adjective phrase
 - He was [**very gentle**].
4. Adverb in determiner phrase
 - [**Even more**] people were there.
5. Adverb in prepositional phrase
 - It ran [**right up** the tree].
6. Adjective in noun phrase
 - It was [**a nice** house].
7. Noun in noun phrase
 - His desk was in [**the faculty** office].
8. Verb phrase in noun phrase
 - [**The swiftly flowing** waters] carried it away.
9. Clause in noun phrase
 - I saw [**the man whom we met yesterday**].
10. Preposition phrase in noun phrase
 - She's [**the woman with the** hat].
11. Determiner in adjective phrase
 - It's not [**that** important].
12. Determiner in determiner phrase
 - [**A few more**] workers are needed.
13. Noun phrase in verb phrase
 - We've already [**gone twelve miles**].
14. Noun phrase in verb adjective phrase
 - She's [**two inches taller than I**].

**DANGLING MODIFIER**

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

CONSIDER THIS SENTENCE:

Having finished the assignment, Jill turned on the TV.

"*Having finished*" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is *Jill*. She seems logically to be the one doing the action ("*having finished*"), and this sentence therefore does not have a dangling modifier.

NOW CONSIDER THIS SENTENCE

Having finished the assignment, the TV was turned on.

Having finished is a participle expressing an action, but the doer is not the TV set itself (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be with a dangling modifier.

EXAMPLES OF THE DANGLING MODIFIERS AND REVISIONS:**DANGLING MODIFIER:**

After reading the original study, the article remains unconvincing.

(The article--the subject of the main clause--did not read the original study.)

POSSIBLE REVISION:

After reading the original study, I find the article unconvincing.

OR

The article remains unconvincing in the light of the original study. (no modifying phrase)

**DANGLING MODIFIER:**

Relieved of your responsibilities at your job, your home should be a place to relax.

(Your home--the subject of the main clause--is not relieved of your responsibilities)

POSSIBLE REVISION:

Relieved of your responsibilities at your job, you should be able to relax at home.

CHARACTERISTICS OF THE DANGLING MODIFIERS:

They most frequently occur at the beginning of sentences (often as introductory clauses and phrases) but can appear at the end also.

DANGLING MODIFIER AT THE END OF THE SENTENCE:

The experiment was a failure, not having studied the lab manual carefully.

(The experiment--the subject of the main clause--is not supposed to study the lab manual)

POSSIBLE REVISION:

They failed the experiment, not having studied the lab manual carefully.

They often have an -ing word (gerund) or a to+verb (infinitive) phrase near the start of the sentence.

**SQUINTING MODIFIERS**

Related to the dangling modifiers, squinting modifiers occur when the word modified is not clear or could it be more than one word. These problems can usually be solved by rearranging the elements already present in the sentence.

SQUINTING MODIFIER:

The mystery has been solved after ten years of the missing portrait.

POSSIBLE REVISIONS:

After ten years, the mystery of the missing portrait has been solved.

OR

The mystery of the missing portrait has been solved after ten years.

STRATEGIES FOR REVISING DANGLING MODIFIERS:

1. Name the appropriate or logical doer of the action as the subject of the main clause.

Dangling modifier

Having arrived late for practice, a written excuse was needed.
Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late.

Possible revision

Having arrived late for practice, the captain of the team needed a written excuse.
The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).



2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

Example Sentences with Explanation

1. Slithering through the wet grass, we watched the garden snake.
"we" are doing the slithering here, not the snake
We watched the garden snake slithering through the wet grass.
2. Pausing briefly to congratulate Barbara, the conversation continued.
the conversation paused to congratulate Barbara?
Pausing briefly to congratulate Barbara, we continued the conversation.
3. When he was three years old, Jerry's uncle showed him how to fly a kite.
Jerry's uncle is only three and already teaching his nephew?
When Jerry was three years old, his uncle showed him how to fly a kite.

Let's do it (1)

Think you understand dangling and misplaced modifiers?

From the following pairs of sentences, select the one which is correct.

1. (A) Piled up next to the washer, I began doing the laundry.
(B) I began doing the laundry piled up next to the washer.
2. (A) While John was talking on the phone, the doorbell rang.
(B) While talking on the phone, the doorbell rang.
3. (A) Standing on the balcony, the ocean view was magnificent.
(B) Standing on the balcony, we had a magnificent ocean view.
4. (A) As I was running across the floor, the rug slipped and I lost my balance.
(B) Running across the floor, the rug slipped and I lost my balance.
5. (A) While taking out the trash, the sack broke.
(B) While Jamie was taking out the trash, the sack broke.
6. (A) I almost listened to the whole album.
(B) I listened to almost the whole album.
7. (A) He was staring at the girl wearing dark glasses by the vending machine.
(B) He was staring at the girl by the vending machine wearing dark glasses.
8. (A) We read that Janet was married in her last letter.
(B) In her last letter, we read that Janet was married.
9. (A) The faulty alarm nearly sounded five times yesterday.
(B) The faulty alarm system sounded nearly five times yesterday.
10. (A) On the evening news, I heard that there was a revolution.
(B) I heard that there was a revolution on the evening news.



Let's do it (2)

Choose the right one.

1. (A) Writing carefully, the essay was finished in time to hand in.
(B) Writing carefully, the student finished the essay in time to hand in.
2. (A) After seeing a monster movie, I felt creepy.
(B) My flesh felt creepy after seeing a monster movie.
3. (A) At the age of four, I was taught to knit by my grandmother.
(B) At the age of four, my grandmother taught me to knit.
4. (A) To do well in college, good grades are essential.
(B) To do well in college, you will need to get good grades.
5. (A) Because we were crowded in the car, the trip was uncomfortable.
(B) Crowded in the car, the trip was uncomfortable.
6. (A) While still a student, a job offer was received.
(B) While still a student, she received a job offer.
7. (A) After doing calculus problems for hours, John's foot went to sleep.
(B) After John had done calculus problems for hours, his foot went to sleep.
8. (A) When we drove over the hill, the ocean came into view.
(B) Driving over the hill, the ocean came into view.
9. (A) Confused by complicated wording, the contract made no sense.
(B) Confused by the complicated wording, we couldn't make sense of the contract.
10. (A) After clearing his throat, Joe sounded much better to me.
(B) After clearing his throat, his voice sounded much better to me.

**Let's do it (3)****Choose the right one.**

1. (A) Spending away too much money on his old car, Fred's salary just wasn't enough.
(B) Spending away too much money on his old car, Fred soon found he'd used up his salary.
2. (A) To become a respected politician, one must administer campaign funds carefully.
(B) To become a respected politician, campaign funds must be carefully administered.
3. (A) I like to listen to rock music doing my homework.
(B) I like to listen to rock music while I do my homework.
4. (A) The soccer team only won four games in the last three years.
(B) The soccer team won only four games in the last three years.
5. (A) Without a plan for the weekend, we decided to take in a Saturday matinee.
(B) Without a plan for the weekend, a Saturday matinee seemed a good idea at the time.
6. (A) The children were delighted by the monkeys swinging wildly through the trees.
(B) Swinging wildly through the trees, the children were delighted by the monkeys.
7. (A) He wanted to carefully read the directions.
(B) He wanted to read the directions carefully.
8. (A) To understand the subject thoroughly, ask an expert.
(B) To thoroughly understand the subject, ask an expert.
9. (A) When only a child, I was taken to the cinema by my father.
(B) When only a child, my father took me to the cinema.
10. (A) Driving north, the vegetation became increasingly sparse.
(B) Driving north, *we noticed that* the vegetation became increasingly sparse.



Let's do it (4)

Choose the right one.

1. (A) The professor is expert in the microbiology.
(B) The professor is expert in microbiology.
(C) The professor is an expert in the microbiology.
(D) The professor is an expert in microbiology.
2. (A) The wind is an ancient source of energy.
(B) Winds is an ancient source of energy.
(C) Wind is an ancient source of energy.
(D) A wind is an ancient source of energy.
3. (A) Answering the doorbell, the cake remained in the oven.
(B) Answering the doorbell, the cake was remained in the oven.
(C) Answering the doorbell, we forgot the cake remained in the oven.
(D) Answering the doorbell, we forgot to take the cake from the oven.
4. (A) Sarosh played better basketball than anyone other on his team.
(B) Sarosh played better basketball than any on his team.
(C) Sarosh played better basketball than anyone else on his team.
(D) Sarosh played better basketball than anyone else on his team.
5. (A) The plays of Shakespeare are as good as Marlowe.
(B) The plays of Shakespeare are so good as Marlowe.
(C) The plays of Shakespeare are as good as that of Marlowe.
(D) The plays of Shakespeare are as good as those of Marlowe.
6. (A) I read about the destruction of Rome in my history class.
(B) In my history class, I read about the destruction of Rome
7. (A) Of all his admirers, only his wife loved him.
(B) Of all his admirers, his wife only loved him.
8. (A) Running across the floor, the rug slipped and I lost my balance.
(B) As I was running across the floor, the rug slipped and I lost my balance.
9. (A) The children seem to be hungry always.
(B) The children always seem to be hungry.
10. (A) After reading the original study, the article remains unconvincing.
(B) After reading the original study, I find the article unconvincing.

**Run On Sentence**

One of the most common mistakes with independent clauses is joining them without the proper punctuation. This error is called a **run-on sentence** or **comma splice**. An independent clause standing alone should end in a period, question mark, or exclamation point.

Joining independent clauses

If you want to join independent clauses, however, you should use a semicolon or one of the seven coordinating conjunctions between them. A comma should precede the coordinating conjunction, but a comma without a conjunction is not sufficient.

- He drove off in the *Mercedes*, *Erica* watched him go. (no)

This is a run-on sentence, or comma splice. A comma alone cannot join independent clauses.

- He drove off in the *Mercedes*. *Erica* watched him go. (yes)

Here, the independent clauses are separate sentences. Each ends correctly with a period.

- He drove off in the *Mercedes*; *Erica* watched him go. (yes)

The two independent clauses are correctly joined with a semicolon.

- He drove off in the *Mercedes*, *and Erica* watched him go. (yes)

The two independent clauses are correctly joined with a coordinating conjunction (*and*) preceded by a comma.

Run-ons with conjunctive adverbs

Watch out for another kind of run-on sentence. Some words look like coordinating conjunctions but aren't. These words *cannot* be used to join independent clauses with a comma. Remember that the only time you can join independent clauses with a comma and not be guilty of a run-on sentence is when one of the seven coordinating conjunctions (*and*, *but*, *for*, *nor*, *or*, *so*, *yet*) follows the comma.

The impostor-words that look suspicious ones like coordinating conjunctions but are actually adverbs—we called conjunctive adverbs or sentence adverbs. The use of a comma to join a clause beginning with one of these words is widespread in business and official writing, but no matter how common the practice is, it still creates a run-on, and most teachers and editors won't accept it. The table shows a few of the words to watch out for.



TABLE of Conjunctive Adverbs

also	Moreover
besides	Nevertheless
consequently	Otherwise
further, furthermore	Similarly
hence	Then
however	Therefore
indeed	Thus
likewise	

Some transitional phrases pose the same problem, for example, *as a result, even so, for example, in other words, on the contrary*. If you keep in mind the rule that independent clauses can be joined with a comma only when the comma is followed by one of the seven coordinating conjunctions, you should be able to avoid these tricky run-ons.

- Scientists were convinced by the *evidence*; *however*, the Food and Drug Administration was slow to respond.
- NOT Scientists were convinced by the *evidence*, *however*, the Food and Drug Administration was slow to respond.
- The hurricane damaged the *arena*. *Nevertheless*, the game was played on schedule.
- NOT The hurricane damaged the *arena*, *nevertheless*, the game was played on schedule.
- Folic acid appears to exert a protective *effect*. *For example*, one study showed that it cut the rate of neural tube defects by two-thirds.
- NOT Folic acid appears to exert a protective *effect*, *for example*, one study showed that it cut the rate of neural tube defects by two-thirds.

Acceptable run-ons

Run-on sentences such as the ones described above are basic errors. Occasionally, however, joining independent clauses with only a comma may be acceptable—for example, when the clauses are very short and have the same form, when the tone is easy and conversational, or when you feel that the rhythm of your sentence calls for it.

- Live by the sword, die by the sword.
- They smiled, they touched, they kissed.
- I hardly recognized her, she was so thin. (*because* is understood here.)

But be very careful about creating an intentional run-on. Have a good reason to do so; don't break such a basic sentence rule lightly.



Let's do it

1. (A) Pearl S. Buck who wrote a variety of books, short stories, and essays.
(B) Pearl S. Buck wrote a variety of books, short stories, and essays.
2. (A) Intercollegiate rowing races are highly popular, many are held every year.
(B) Intercollegiate rowing races are highly popular. Many are held every year.
3. (A) Pearl S. Buck, who wrote a variety of books, spent her childhood in China.
(B) The American writer Pearl S. Buck, who wrote a variety of books; spent her childhood in China.
4. (A) Late registration, at best, is always a difficult experience; especially since so many sections are no longer available.
(B) Late registration, at best, is always a difficult experience, especially since so many sections are no longer available.
5. (A) They had known each other since childhood. They lived next door to each other now.
(B) They had known each other since childhood, they lived next door to each other now.
6. (A) We try to arrive in time, feeling this is crucial to the whole process.
(B) We try to arrive in time. feeling this is crucial to the whole process.
7. (A) It was awfully, dark I could not see you.
(B) It was awfully so dark that I could not see you.
8. (A) It is helpful to keep a sense of humour and two aspirins with you on the day of registration as I do.
(B) It is helpful to keep a sense of humour and two aspirins with you on the day of registration. As I do.
9. (A) My uncle is a very unusual person, a man. He is fluent in several languages.
(B) My uncle is a very unusual person, a man fluent in several languages.
10. (A) Worrying about how to prepare for the examination. I finally decided to set up a conference with my teacher to ask for advice.
(B) Worrying about how to prepare for the examination, I finally decided to set up a conference with my teacher to ask for advice.

KINDS OF CONDITIONAL SENTENCES

Conditional sentences (if-clauses, main clauses)

- Type I
- Type II
- Type III
- Special types and structures
- Mixed Conditionals
- Will And Would In If-Clauses
- Replacing if - Omitting if - if vs. when - in case vs. if

TYPE - 1

USE

It is possible to fulfill a condition which is given in the if-clause.

Form

if clause	main clause
Simple Present	will/shall-future or infinitive or Modal + infinitive

Examples

If I <i>study</i> ,	I <i>will pass</i> the exams.
If you <i>see</i> John tonight,	<i>tell</i> him to e-mail me.
If Ben <i>gets up</i> early,	he <i>can catch</i> the bus.

- The if-clause can be at the beginning or at the end of the sentence.

If I <i>study</i> ,	I <i>will pass</i> the exams.
I <i>will pass</i> the exams	if I <i>study</i> .



TYPE - 2

USE

It is theoretically probable to fulfill a condition which is given in the if-clause.

Form

if clause	main clause
Simple Past	would + infinitive or could + infinitive or might + infinitive

Examples

If I <i>studied</i> ,	I <i>would pass</i> the exams.
If I <i>studied</i> ,	I <i>could pass</i> the exams.
If I <i>studied</i> ,	I <i>might pass</i> the exams.

The if-clause can be at the beginning or at the end of the sentence.

If I <i>studied</i> ,	I <i>would pass</i> the exams.
I <i>would pass</i> the exams	if I <i>studied</i> .

TYPE - 3

USE

It is impossible to fulfill a condition which is given in the if-clause.

Form

if clause	main clause
Past Perfect	would + have + past participle or could + have + past participle or might + have + past participle



Examples

If I <i>had studied</i> ,	I <i>would have passed</i> the exams.
If I <i>had studied</i> ,	I <i>could have passed</i> the exams.
If I <i>had studied</i> ,	I <i>might have passed</i> the exams.

The if-clause can be at the beginning or at the end of the sentence.

If I <i>had studied</i> ,	I <i>would have passed</i> the exams.
I <i>would have passed</i> the exams	if I <i>had studied</i> .

STRUCTURE

If-clauses can be clause-initial (1), clause-medial (2) as well as clause-final (3).

(1)	<i>If you like</i> , we can catch a movie.
(2)	We, <i>if you like</i> , can catch a movie.
(3)	We can catch a movie <i>if you like</i> .

TYPE

Aside from the typical type I, II, III structure, conditionals can be divided into two categories: real and unreal conditionals.

Real Condition

If I have money, I <i>spend</i> it.	Present Real Conditional - type I
If I had money, I <i>spent</i> it.	Past Real Conditional - type I
If I have money, I <i>will/am going to spend</i> it.	Future Real Conditional - type I

Unreal Condition

If I had had money, I <i>would have spent</i> it.		Past unreal Conditional - type III
If I had money, I <i>would spend</i> it.	I think about spending the money TODAY.	Present unreal Conditional - type II
If I had money, I <i>would spend</i> it.	I think about spending the money NEXT WEEK.	Future unreal Conditional - type II

**Special Features****Modal verbs**

Main clauses with real conditional tenses can have modal verbs.

If I have money, I *can* spend it.

You can use *could* and *might* instead of *would* in unreal conditional clauses.

If I had money, I *could* spend it.
(I would be able to spend it.)

If I had money, I *might* spend it.
(I would possibly spend it.)

Mixed Conditionals

Unreal conditionals (type II + III) sometimes can be mixed, that is, the time of the if clause is different from the one of the main clause.

Past --> Present

If I *had taken* an aspirin, I *wouldn't have* a headache now.

Past --> Future

If I *had known* that you are going to come by tomorrow, I *would be* in then.

Present --> Past

If she *had* enough money, she *could have done* this trip to Hawaii.

Present --> Future

If I *were* you, I *would be spending* my vacation in Seattle.

Will in If-clauses

When the situation or action depicted in the if-clause is a result of the main clause, the will future is used in the if-clause.

He'll pay me \$10 if I'll help him do the dishes.
(Doing the dishes is the result of paying ten dollars.)

**Would in if-clauses**

In polite requests **would** is possible in if-clauses.

It would be nice if you **would** help me in the kitchen.
(Are you ready to help me in the kitchen?)

Replacing if

If can be replaced by words or expressions with a similar meaning.

The most common are:

as long as, assuming (that), on condition (that), on the assumption (that), provided (that), supposing (that), unless, with the condition (that)

Omitting if

Had I known...

(instead of

If I had known...)

Were you my daughter,...

(instead of:

If you were my daughter,...)

Should you need my advice,...

(instead of:

If you should need my advice,...)

"If" versus "When"

if and **when** are interchangeable when the statement of the conditional clause is a fact or a general issue (also known as zero conditional)

If you heat ice, it melts.

When you heat ice, it melts.

If is used for something that, according to the speaker, **might** happen.

We can spend the afternoon on the beach **if** the weather is fine.

When is used for something that, according to the speaker, **will** happen.

I will clean up the kitchen right away **when** I am back from work.

**In case versus If**

In case of can be used to shorten an if-clause as shown below:

If there is a fire, leave the room.	<i>In case of fire</i> , leave the room.
-------------------------------------	---

While **if** expresses a condition (1), **in case** is used to express a possibility (2).

- | | |
|-----|--|
| (1) | I need painkillers <i>if</i> I'm in severe pain. |
| (2) | I need painkillers <i>in case</i> I'm in severe pain. |

The expression **just in case** is used pretty much the same way.

I got you a pizza <i>just in case</i> you were hungry. (I don't know whether you are hungry.)



Let's do it

Re-write the following sentences by using the verbs in parenthesis.
(Conditional Sentences Type 1)

1. If you (send) _____ this letter now, she (receive) _____ it tomorrow.
2. If I (do) _____ this test, I (improve) _____ my English.
3. If I (find) _____ your ring, I (give) _____ it back to you.
4. Peggy (go) _____ shopping if she (have) _____ time in the afternoon.
5. Simon (go) _____ to London next week if he (get) _____ a cheap flight.
6. If her boyfriend (phone / not) _____ today, she (leave) _____ him.
7. If they (study / not) _____ harder, they (pass / not) _____ the exam.
8. If it (rain) _____ tomorrow, I (have to / not) _____ water the plants.
9. You (be able / not) _____ to sleep if you (watch) _____ this scary film.
10. Susan (can / move / not) _____ into the new house if it (be / not) _____ ready on time.

Let's do it

Re-write the following sentences by putting the verbs into the correct form.
(Conditional Sentences Type II)

1. If we (have) _____ a yacht, we (sail) _____ the seven seas.
2. If he (have) _____ more time, he (learn) _____ karate.
3. If they (tell) _____ their father, he (be) _____ very angry.
4. She (spend) _____ a year in the USA if it (be) _____ easier to get a green card.
5. If I (live) _____ on a lonely island, I (run) _____ around naked all day.
6. We (help) _____ you if we (know) _____ how.
7. My brother (buy) _____ a sports car if he (have) _____ the money.
8. If I (feel) _____ better, I (go) _____ to the cinema with you.
9. If you (go) _____ by bike more often, you (be / not) _____ so flabby.
10. She (not / talk) _____ to you if she (be) _____ mad at you.

**Let's do it**

Re-write the following sentences by putting the verbs into the correct form.
(Conditional Sentences (Type III)).

1. If you (study) _____ for the test, you (pass) _____ it.
2. If you (ask) _____ me, I (help) _____ you.
3. If we (go) _____ to the cinema, we (see) _____ my friend Jacob.
4. If you (speak) _____ English, she (understand) _____.
5. If they (listen) _____ to me, we (be) _____ home earlier.
6. I (write) _____ you a postcard if I (have) _____ your address.
7. If I (not / break) _____ my leg, I (take part) _____ in the contest.
8. If it (not / start) _____ to rain, we (walk) _____ to the museum.
9. We (swim) _____ in the sea if there (not / be) _____ so many sharks there.
10. If she (take) _____ the bus, she (not / arrive) _____ on time.

Let's do it

Re-write the following sentences by putting the verbs into the correct form.
(Conditional Sentences (Mix) Type I or II)

1. If they go to Washington, they (see) _____ the White House.
2. If she (have) _____ a hamster, she would call him Fred.
3. If he gave her a sweet, she (stop) _____ crying.
4. If he (arrive) _____ later, he will take a taxi.
5. We would understand him if he (speak) _____ slowly.
6. Andy (cook) _____ dinner if we buy the food.
7. I will prepare breakfast if I (wake up) _____ early.
8. If they shared a room, they (fight) _____ all day long.
9. If you hate walking in the mountains, you (enjoy / not) _____ the tour.
10. Janet would go jogging if she (have / not) _____ to do her homework.

**Let's do it**

Re-write the following sentences by putting the verbs into the correct form.
(Exceptions Conditional Sentences with different Tenses)

1. If it doesn't rain, we (can / go) _____ swimming tomorrow.
2. If you train hard, you (might / win) _____ first prize.
3. If we go to Canada next year, we (can / improve) _____ our English.
4. I (may / go) _____ to the disco in the evening if I do the washing-up now.
5. If we go on holiday next week, I (not / can / play) _____ tennis with you.
6. If you see Gareth tomorrow, you (should / tell) _____ him that you love him.
7. If my parents go shopping in the afternoon, I (must / look) _____ after my little sister.
8. He (must / be) _____ a good drummer if he plays in a band.
9. If you are listening to the radio after 10 pm, you (should / turn) _____ the volume down.
10. If you like that shirt, you (can / have) _____ it.

Let's do it

Re-write the following sentences by putting the verbs into the correct form.

1. If she (be) _____ at the office, she (answer) _____ the phone.
2. If she (be) _____ at the office, she (answer) _____ the phone.
3. If I (know) _____ his phone number, I (ring) _____ him.
4. If I (know) _____ his phone number, I (ring) _____ him.
5. If I (be) _____ you, I (do / not) _____ this.
6. If I (be) _____ you, I (do / not) _____ this.
7. If Sarah (be) _____ in Italy, I (see / not) _____ her in town tonight.
8. If Sarah (be) _____ in Italy, I (see / not) _____ her in town last night.
9. You (get / not) _____ the flu if you (eat) _____ more fruit.
10. You (get / not) _____ the flu if you (eat) _____ more fruit.



PARALLEL STRUCTURE

Parallelism in sentences refers to matching grammatical structures. Elements in a sentence that have the same function or express similar ideas should be grammatically parallel, or grammatically matched. Parallelism is used effectively as a rhetorical device throughout literature and in speeches, advertising copies, and popular songs.

- I *sighed* as a lover, I *obeyed* as a son.—Edward Gibbon
- *Reading* is to the mind what *taking* exercise is to the body.—Joseph Addison
- Blessed is the man that *walketh* not in the counsel of the ungodly, nor *standeth* in the way of sinners, nor *sitteth* in the seat of the scornful.—The Book of Psalms 1:1
- Ask not what your country *can do* for you; ask what you *can do* for your country.—John F. Kennedy

Parallelism lends balance and grace to writing. It can make a sentence memorable. But even in prose not destined for greatness, parallelism is important.

Faulty parallelism

A failure to create grammatically parallel structures when they are appropriate is referred to as **faulty parallelism**. Notice the difference between correct parallel structure and faulty parallelism.

- What counts isn't *how you look* but *how you behave*.
- NOT What counts isn't *how you look* but *your behavior*.
- The president promises to *reform* health care, *preserve* social security, and *balance* the budget.
- NOT The president promises to *reform* health care, *preserve* social security, and *a balanced budget*.

Note:

check for faulty parallelism in your own writing. Nouns should be parallel with nouns, participles with participles, gerunds with gerunds, infinitives with infinitives, clauses with clauses, and so on. Be particularly vigilant in the following situations.



Parallel structure in a series

When your sentence includes a series, make sure you have not used different grammatical structures for the items.

- He described *skiing* in the Alps, *swimming* in the Adriatic, and *the drive* across the Sahara Desert. (faulty parallelism)
- He described *skiing* in the Alps, *swimming* in the Adriatic, and *driving* across the Sahara Desert. (parallel)

In the parallel version, all the elements in the series begin with gerunds: *skiing*, *swimming*, *driving*. In the nonparallel version, the final element is a noun but not a gerund.

The elements would remain parallel in the correct version even if the phrases following the gerunds were changed or omitted. The length of the items in the series does not affect the parallel structure.

- He described *skiing*, *swimming* in the Adriatic, and *driving* across the desert. (parallel)
It doesn't matter what grammatical structure you choose for your series as long as you remain with it consistently.
- Eleanor liked to *have* a beer, *exchange* stories with her pals, and *watch* the men walk by. (parallel)
- Eleanor liked *having* a beer, *exchanging* stories with her pals, and *watching* the men walk by. (parallel)

When you use words such as *to*, *a*, *an*, *his*, *her*, or *their* with items in a series, you can use the word with the first item. However, if you repeat it, you must do so with all the items, not just with some of them.

- Eleanor liked *to have* a beer, *to exchange* stories with her pals, and *to watch* the men walk by. (parallel)

Eleanor liked *to have* a beer, *exchange* stories with her pals, and *to watch* the men walk by. (not parallel)

- He liked *their* courage, stamina, and style. (parallel)
He liked *their* courage, *their* stamina, and *their* style. (parallel)
He liked *their* courage, stamina, and *their* style. (not parallel)
- She saw *a* van, car, and pick-up collide. (parallel)
She saw *a* van, *a* car, and *a* pick-up collide. (parallel)
She saw *a* van, *a* car, and pick-up collide. (not parallel)

**Parallel structure in comparisons and antithetical constructions**

When you are comparing things in a sentence, obviously parallelism will be important. Make sure that the elements you are comparing or contrasting are grammatically parallel:

- He spoke more of being ambassador than of being president.
NOT He spoke more *of his term as ambassador* than *being* president.
- The schools in the suburbs are better than the schools in the inner city.
NOT The schools in the suburbs are better than the inner city.

In the second sentence, *schools* are being contrasted to the *inner city*. What the writer wants to contrast are schools in the suburbs with schools in the inner city.

In antithetical constructions, something is true of one thing but not another. *But not* and *rather than* are used to set up these constructions, and, as with comparisons, both parts of an antithetical construction should be parallel.

- The administration approved the student's right *to drop* the class but not *to meet* with the professor.
NOT The administration approved the student's right *to drop* the class but not *meeting* with the professor.
- The committee chose *to table* the motion rather than *to vote* on it. NOT
The committee chose *to table* the motion rather than *voting* on it.

Parallel structure with correlative conjunctions

Errors in parallel structure often occur with correlative conjunctions: *either ... or*; *neither ... nor*; *both ... and*; *not only ... but also*; *whether ... or*. The grammatical structure following the second half of the correlative should mirror the grammatical structure following the first half.

Phrase with Phrase

- The scientists disputed not only the newspaper article but also the university's official statement. (parallel: phrase with phrase)
The scientists disputed not only the newspaper article but also they disputed the university's official statement. (faulty parallelism: phrase with clause)

Clause with Clause

- Either I like the job or I don't like it. (parallel: clause matched with clause)
- Either I like the job or I don't. (parallel: clause matched with clause)
- Either I like the job or not. (faulty parallelism: clause matched with adverb)



Noun Phrase with Noun Phrase

- I have neither *the patience to complete it* nor *the desire to complete it*.
(parallel: noun phrase with noun phrase)
- I have neither *the patience to complete it* nor *do I desire to complete it*. (faulty parallelism: phrase matched with clause)
You can improve this sentence even more:
- I have neither *the patience* nor *the desire* to complete it.

Patience and *desire* are both nouns, and the phrase *to complete it* can serve both of them. Be sure that any element you want to repeat appears *after* the first half of the correlative conjunction. Look at the position of *as* in the following examples. In the second sentence, *as* appears before *either* and is repeated after *or*, which makes the construction not parallel.

- They acted *either as* individual citizens *or as* members of the committee. NOT
They acted *as either* individual citizens *or as* members of the committee.
In the following example, the last sentence, *we expected* appears *before* the first half of the correlative conjunction and should not be repeated after the second half.
- *We expected* not only to be late but also to be exhausted. OR
We expected to be not only late but also exhausted. (better)
- BUT NOT *We expected* not only to be late but also *we expected* to be exhausted.

Parallel structure with verbs

When you have more than one verb in a sentence, be sure to make the verbs parallel by not shifting tenses unnecessarily. Also, don't shift from an active to a passive verb.

- Kate *prepared* the speech on the plane and *delivered* it at the conference.
(parallel: both verbs are active)
- Kate *prepared* the speech on the plane, and it *was delivered* by her at the conference.
(faulty parallelism: active and passive verb)
Sometimes sentences use a single verb form with two helping verbs. Look at the following example.
- We *can*, and I promise we *will*, *ensure* that this does not occur. (correct)
This sentence is correct because both *can* and *will* are correct with the base verb *ensure*. But look at this example.
- Robert *has* in the past and *will* in the future *continue to support* the measure. (incorrect)
To support belongs with *will continue*, but not with *has*. If you read the sentence without *and will in the future continue*, you will see this immediately: *Robert has in the past to support the measure*. Rewrite the sentence to include a participial form for *has*.
- Robert *has* in the past *supported*, and *will* in the future *continue to support*, the measure. OR
Just as Robert *has supported* this measure in the past, he *will continue to support* it in the future.
When writing paragraphs, vary your sentences in type and length. Either a series of choppy sentences or a string of long sentences can bore or frustrate a reader. Experiment too with different word order within your sentences.

**Cumulative Exercise on Parallel Structure**

Which of the following paired sentences are parallel?

1. (A) In a preschool, children sometimes join hands, sing songs, and are playing circle games.
(B) In a preschool, children sometimes join hands, sing songs, and have played circle games.
(C) In a preschool, children sometimes join hands, sing songs, and at play circle games.
(D) In a preschool, children sometimes join hands, sing songs, and play circle games.
2. (A) The money raised goes directly to schooling for the children, teaching survival skills to women, and most importantly medical supplies.
(B) The money raised goes directly to schooling for the children, teaching survival skills to women, and most important medical supplies.
(C) The money raised goes directly to schooling for the children, teaching survival skills to women, and supplying medical equipment to health centres.
(D) The money raised goes directly to schooling for the children, teaching survival skills to women, and supply of medical equipment.
3. (A) In a hot sunny climate, man aeclimatizes by eating less, drinking more liquids, wearing lighter clothing, and skin changes that darken.
(B) In a hot sunny climate, man acclimatizes by eating less, drinking more liquids, wearing lighter clothing, and his skin may darken.
(C) In a hot sunny climate, man acclimatizes by eating less, drinking more liquids, wearing lighter clothing, and experiencing a darkening of the skin.
(D) In a hot sunny climate, man acclimatizes by eating less, drinking more liquids, wearing lighter clothing, and darkens his skin.
4. (A) The patient's symptoms were fever, dizziness, and his head hurt.
(B) The patient's symptoms were fever, dizziness and headaches.
(C) The patient's symptoms were his fever, his dizziness, and his head hurt.
(D) The patient's symptoms were fever, dizziness, and also his head hurt.
5. (A) The power to reward or to punish becomes significant in family, labor, or legal disputes.
(B) The power to reward or punish becomes significant in family, labor, or legal disputes.
(C) The power to reward or punishing becomes significant in family, labor, or legal disputes.
(D) Powers to for rewarding and punishing becomes significant in family, labor, or legal disputes.
6. (A) She likes to listen to music and reading the latest novels.
(B) She likes listening to music and reading the latest novels.
7. (A) He spent his time studying Spanish, working at the convenience store, and jogging every afternoon.
(B) He spent his time studying Spanish. working at the convenience store, and he jogged every afternoon.



8. (A) The dog was excited: running, barking, and he chased after the boys.
(B) The dog was excited: running, barking, and chasing the boys.
9. (A) The apartment was filled with old newspapers, broken bottles, and the ashtrays were overflowing.
(B) The apartment was filled with old newspapers, broken bottles, and overflowing ashtrays.
10. (A) Phuong Tran has wit, charm, and she has an extremely pleasant personality.
(B) Phuong Tran has wit, charm, and a pleasing personality.
11. (A) In English class, Smith learned to read poems critically and to appreciate good prose.
(B) In English class, Smith learned to read poems critically and she appreciated good prose.
12. (A) Raymond's QPA is higher than Ralph.
(B) Raymond's QPA is higher than Ralph's.
13. (A) He wanted three things out of college: to learn a skill, to make good friends, and to learn about life.
(B) He wanted three things out of college: to learn a skill, to make good friends, and learning about life.
14. (A) Coach Espinoza was a brilliant strategist, a caring mentor, and a wise friend.
(B) Coach Espinoza was a brilliant strategist, a caring mentor, and friend.
15. (A) We found the film repulsive, offensive, and we thought it was embarrassing.
(B) We found the film repulsive, offensive, and embarrassing.
16. (A) Mr. John kept his store clean, neat, and he made it conveniently arranged.
(B) Mr. John kept his store clean, neat, and conveniently arranged.
17. (A) Professor Ali rewarded his students for working hard on the final project and going beyond the call of duty.
(B) Professor Ali rewarded his students for their hard work on the final project and going beyond the call of duty.
18. (A) There's nothing I like better than finding a good trout stream, setting up camp, and spending a couple of days fishing.
(B) There's nothing I like better than finding a good trout stream, setting up camp, and to spend a couple of days fishing.



Class room activity

Spot the error.

1. The rebels not only attacked the village but also they took several hostages.
A B C D
2. He is both tired from jet lag and is irritated by the long line-ups.
A B C D
3. Greg can't decide whether to enroll in Social Services or choose General Arts.
A B C D
4. The suspect has sold his house, packed his belongings, and has left town.
A B C D
5. David has neither done the dishes nor has he made his bed.
A B C D
6. To learn proper grammar and writing effectively are my goals.
A B C D
7. I know how to brainstorm, write a good thesis statement, and I can organize my ideas well, too.
A B C D
8. Janet hopes to finish college, get a job, and to find her own apartment.
A B C D
9. I plan to travel this summer either in Europe or Central America.
A B C D
10. Reading trashy novels, watching the soaps, and to eating junk food are Karen's only vices.
A B C D
11. Framers of the constitution discussed alternatives carefully, wisely, and thorough.
A B C D
12. At the meeting, they disagreed, argued, and finally compromises.
A B C D
13. I enjoy modern art, classical music, and to read.
A B C D
14. To see the Statue of Liberty and taking pictures from the top of Empire State Building are two reasons for visiting New York City.
A B C D
15. In writing the constitution, the delegates relied on history, experience, and compromised.
A B C D

**Words We Use to Talk about Clauses**

A *clause* is a group of related words containing a subject and a verb. A **clause** can be usefully distinguished from a phrase, which is a group of related words that does *not* contain a subject-verb relationship, such as "in the morning" or "running down the street" or "having grown."

Learning the various terms used to define and classify clauses can be a vocabulary lesson in itself. This digital handout categorizes clauses into **independent** and **dependent** clauses. This simply means that some clauses can stand by themselves, as separate sentences, and some can't. Another term for dependent clause is **subordinate clause**: this means that the clause is subordinate to another element (the independent clause) and depends on that other element for its meaning. The subordinate clause is created by a subordinating conjunction or **dependent word**.

An independent clause, "She is older than her brother" (which could be its own sentence), can be turned into a dependent or subordinate clause when the same group of words begins with a dependent word (or a subordinating conjunction in this case): "Because she is older than her brother, she tells him what to do."

Clauses are also classified as **restrictive** and **nonrestrictive** clauses. (The words **essential** and **nonessential** are sometimes used and mean the same thing as restrictive and nonrestrictive, respectively. British grammarians will make this same distinction by referring to clauses with the terms **defining** and **non-defining**.) A nonrestrictive clause is not essential to the meaning of the sentence; it can be removed from the sentence without changing its basic meaning. Nonrestrictive clauses are often set apart from the rest of the sentence by a comma or a pair of commas (if it's in the middle of a sentence).

- Professor Villa, who used to be a secretary for the President, can type 132 words a minute.

Relative clauses are dependent clauses introduced by a Relative Pronoun (*that, which, whichever, who, whoever, whom, whomever, whose, and of which*).

Relative clauses can be either restrictive or nonrestrictive. In a relative clause, the relative pronoun is the subject of the verb (remember that all clauses contain a subject-verb relationship) and refers to (relates to) something preceding the clause.

- Gilbert said *that the plantar wart, which had been bothering him for years, had to be removed*.

(In this sentence, the clause in ***bold and italics*** is a restrictive [essential] clause [a noun clause — see below] and will not be set off by a comma; the underlined relative clause [modifying "wart"] is nonrestrictive [nonessential — it can be removed from the sentence without changing the meaning of the sentence] and is set off by commas.)

Some relative clauses will refer to more than a single word in the preceding text; they can modify an entire clause or even a series of clauses.



- Charlie didn't get the job in administration, which really surprised his friends. Charlie didn't get the job in administration, and he didn't even apply for the Dean's position, which really surprised his friends.

A relative clause that refers to or modifies entire clauses in this manner is called a **sentential clause**. Sometimes the "which" of a sentential clause will get tucked into the clause as the determiner of a noun:

- Charlie might very well take a job as headmaster, in which case the school might as well close down.

Independent Clauses

Independent Clauses could stand by themselves as discrete sentences, except that when they do stand by themselves, separated from other clauses, they're normally referred to simply as sentences, not clauses. The ability to recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding sentence fragments and run-on sentences.

Needless to say, it is important to learn how to combine independent clauses into larger units of thought. In the following sentence, for example,

- Bob didn't mean to do it, but he did it anyway.

We have two independent clauses — "Bob didn't mean to do it" and "he did it anyway" — connected by a comma and a coordinating conjunction ("but"). If the word "but" is missing from this sentence, the sentence would be called a comma splice: two independent clauses would be incorrectly connected, with only a comma between them.

Clauses are combined in three different ways: coordination, subordination, and by means of a semicolon. **Coordination** involves joining independent clauses with one of the coordinating conjunctions: *and*, *but*, *or*, *nor*, *for*, *yet*, and sometimes* *so*. Clauses thus connected are usually nicely balanced in length and import.

- Ramonita thought about joining the church choir, but she never talked to her friends about it.

Subordination involves turning one of the clauses into a subordinate element (one that cannot stand on its own) through the use of a Subordinating Conjunction (sometimes called a dependent word) or a Relative Pronoun. When the clause begins with a subordinating word, it is no longer an independent clause; it is called a dependent or subordinate clause because it depends on something else (the independent clause) for its meaning. There are other ways of combining ideas — by turning independent clauses into various kinds of modifying phrases.

- Although Ramonita often thought about joining the choir, she never talked to her friends about it.
- Ramonita never talked to her friends about joining the choir, because she was afraid they would make fun of her.
- Yasmin is Ramonita's sister. Yasmin told Ramonita to join the choir no matter what her friends said.

**Joining these with the use of a relative clause:**

Yasmin, [who is] Ramonita's sister, told Ramonita to join the choir.

Semicolons can connect two independent clauses with or without the help of a conjunctive adverb (transitional expression). Semicolons should be used sparingly and only when the two independent clauses involved are closely related and nicely balanced in terms of length and import.

- Ramonita has such a beautiful voice; many couples have asked her to sing at their wedding.
- Ramonita's voice has a clear, angelic quality; furthermore, she clearly enjoys using it.

Dependent Clauses

Dependent Clauses cannot stand by themselves and make good sense. They must be combined with an independent clause so that they become part of a sentence that can stand by itself. Unlike independent clauses, which simply are what they are, dependent clauses are said to perform various functions within a sentence. They act either in the capacity of some kind of noun or as some kind of modifier. There are three basic kinds of dependent clauses, categorized according to their function in the sentence. Remember that a dependent clause always contains a subject and a verb, but it cannot stand by itself.

- **Adverb clauses** provide information about what is going on in the main (independent) clause: where, when, or why. "When the movie is over, we'll go downtown." Or "John wanted to write a book because he had so much to say about the subject."
- **Adjective Clauses** work like multi-word adjectives.
"My brother, who is an engineer, figured it out for me." or
"The bridge that collapsed in the winter storm will cost millions to replace."
A special kind of adjective clause begins with a relative adverb (where, when, and why) but nonetheless functions as adjectivally.
- **Noun clauses** can do anything that nouns can do. "What he knows [subject] is no concern of mine." or "Do you know what he knows [object]?" or "What can you tell me about what he has done this year [object of the preposition 'about']?"
- **Noun Clause as a subject**
What they did with the treasure remains a mystery. Whatever you want for dessert is fine with me. That you should feel this way about her came as a great surprise to us.
- **Noun Clause as an object**
Juan finally revealed what he had done with the money. Her husband spent whatever she had saved over the years. I don't know what I should do next.
- **Noun clause as an object of preposition**
In fact, he wrote a book about what he had done over the years. We are interested in what he does for a living.



- **Noun Clause as predicate Nominative**

The trouble was that they had never been there before. The biggest disappointment of last season was that the women's team didn't make it to the final four.

- **Adjective Clause**

My brother, who now teaches math in a small college, never liked math in high school. The dealership that sold more cars ended up actually losing money. The Federated Bank, which was founded nearly two centuries ago, folded during the state's economic crisis.

- **Adverb Clause**

The team had fallen behind by ten points before they were able to figure out the opponent's defense. Since he started working nights, he doesn't see much of his kids. While Josie sat inside watching television, Gladys shoveled the driveway.

Elliptical Clauses

Elliptical Clauses are grammatically incomplete in the sense that they are missing either the relative pronoun (dependent word) that normally introduces such a clause or something from the predicate in the second part of a comparison. The missing parts of the elliptical clause can be guessed from the context and most readers are not aware that anything is missing. In fact, elliptical clauses are regarded as both useful and correct, even in formal prose, because they are often elegant, efficient means of expression. (The omitted words are noted in brackets below).

- Coach Espinoza knew [that] this team would be the best [that] she had coached in recent years.
- Though [they were] sometimes nervous on the court, her recruits proved to be hard workers.
- Sometimes the veterans knew the recruits could play better than they [could play].

The Functions of Clauses

1. **Although Americans love to travel to foreign countries, they seldom learn to speak other languages.**

Adverb clause: The clause describes the conditions under which Americans seldom learn to speak other languages.

2. **My sister, who teaches Spanish and Italian in New York, says that she had more students twenty years ago.**

Adjective clause: This clause modifies 'my sister', so it is functioning as an Adjective.

3. **She wrote a book about what she has learned over the years.**

Noun clause as object of preposition:

The clause in bold is an object of the preposition 'about'.



4. **What she worries about** is the general decline in American language-learning skills.

Noun clause as subject:

The clause in bold acts as the subject of this sentence. (The verb of this sentence is 'is'.)

5. She believes that **American families used to take more pride in learning second languages.**

Noun clause as an object:

The clause in bold is the object – the object of what she believes.

6. The internet, **which has become such a global phenomenon**, has contributed to the predominance of English.

Adjective clause:

The clause in bold is modifying 'internet', which means that it is acting as an adjective.

7. My sister's conviction is **that American students could use the internet to help them learn other languages.**

Noun clause as predicate nominative:

The clause in bold is the predicate nominative of this sentence.

8. English is the dominant language on the internet **because the American computer industry dominates the rest of the world.**

Adverb clause:

The clause tells why English 'is' the dominant language, so it is modifying the verb and that makes it an adverb.

9. **When non-Americans get on the internet**, they frequently are trying to improve their English.

Adverb clause:

This clause says 'when' the statement in the main clause is said to be true, so it is acting as an adverb in this sentence.

10. **What computers have meant to language learning** has surprised just about everyone in the academic world.

Noun clause as subject:

This clause is acting as the subject of this sentence.



Class room activity

Select the option that best describes the arrangement of clauses within each sentence. Sometimes the description will refer to only the underlined part of a sentence. Read all the options carefully before making your choice.

1. Before Raymond bought his new car, he remembered that his grandmother might give him her old sedan.
(A) The independent clause is "Before Raymond bought his new car."
(B) The independent clause in this sentence contains only two words.
(C) There are two independent clauses here.

Explanation:

The independent clause is "he remembered." "That his grandmother might give him her old sedan" is a dependent (noun) clause, and so is "Before Raoul bought his new car" (adverb clause).

2. Alicia's wrist began to hurt, and her mother made a doctor's appointment for her.
(A) The underlined part is the sole independent clause here.
(B) The real independent clause begins with "and."
(C) This sentence contains two independent clauses.

Explanation:

This sentence contains two independent clauses connected by the coordinating conjunction "and."

3. Zippping around the park in her little sportster, Juditha began to feel, at last, like a millionaire.
(A) The underlined part is the independent clause.
(B) Trick question: there is no independent clause.
(C) The independent clause begins with "Juditha."

Explanation:

The independent clause begins with "Juditha"; the underlined part is a participial modifying phrase.

4. Although Jerzy had taken several courses in computer science, he couldn't solve the problems with his hard drive.
(A) The underlined part is the independent clause.
(B) The independent clause begins with the word "he."
(C) The sentence contains two independent clauses.

Explanation:

The independent clause begins with the word "he." The first clause — beginning with "although" — is a subordinate clause.



5. The Celtics have begun their long journey back to championship basketball, working seriously on fundamentals and beginning to attract new fans to the game.
- (A) The sentence is one long independent clause.
(B) The sentence contains two independent clauses.
(C) Only the underlined part is the independent clause.

Explanation:

Only the underlined part is the independent clause. The rest is a participial phrase.

6. Ernesto wanted to spend the night studying, but his wife had other ideas.
- (A) The sentence contains two independent clauses.
(B) Only the underlined part of the sentence is an independent clause.
(C) The sentence is one long independent clause (with a compound verb).

Explanation:

That sentence contains two independent clauses connected by a coordinating conjunction.

7. The crowd began to clap and cheer as the team entered through a cloud of smoke.
- (A) The sentence contains two independent clauses.
(B) The independent clause begins with the word "as."
(C) The underlined part is the independent clause.

Explanation:

The underlined part is the independent clause; the rest is a subordinate clause.

8. Gordy worked his way up to middle management but kept on wishing for a better job.
- (A) The underlined part of the sentence is the independent clause.
(B) The sentence is one independent clause.
(C) The sentence contains two independent clauses.

Explanation:

The sentence is one independent clause — with a compound verb.

9. Gesualdo began to leap around the room when his wife fed him the jalapeño peppers.
- (A) The independent clause is the part of the sentence not underlined.
(B) The independent clause is the part of the sentence that is underlined.
(C) The sentence contains two independent clauses

Explanation:

"Gesualdo began to leap around the room" is the independent clause. The rest is a dependent clause.

10. Heitor signed the contract but never agreed to purchase the CDs.
- (A) This sentence contains two independent clauses.
(B) The entire sentence is one independent clause
(C) The underlined part is the complete independent clause.

**IDENTIFYING INDEPENDENT CLAUSES**

After each sentence select the option that best describes the use of clauses in that sentence. A response indicating whether your answer is correct or not will appear in the text-area below "explanation please." When you click on "explanation, please," you will see our justification of the correct response. If you choose the correct response, it might still be a good idea to consult the explanation to see if your explanation is the same as ours.

1. The doctor told Charlie to lose weight and exercise vigorously for forty-five minutes a day.
(A) This sentence has two independent clauses.
(B) This sentence has no independent clauses.
(C) This sentence has one independent clause.

Explanation: The "and" in this sentence is connecting two infinitives, not two clauses. There is only one subject-verb relationship in this sentence: "doctor told."

2. The doctor was worried *that Charlie was putting on too much weight*.
(A) The section in ***bold and Italics*** is an independent clause.
(B) The independent clause is "The doctor was worried."
(C) This sentence has no independent clause.

Explanation: "that Charlie was putting on too much weight" cannot stand by itself because of the subordinating word "that." "The doctor was worried" is the independent clause.

3. Charlie has a hard time sticking to a diet; he really loves rich, sweet desserts.
(A) This sentence has two independent clauses.
(B) This sentence has one independent clause.
(C) This sentence has no independent clauses.

Explanation: This sentence has two independent clauses connected by only a semicolon. On either side of the semicolon, you see a clause that could stand by itself, as its own sentence, but the two clauses are nicely balanced and can fit into the same sentence in this way.

4. In fact, the last time *he tried to lose weight*, he ended up actually gaining weight.
(A) "he ended up actually gaining weight" is the only independent clause.
(B) The section in ***bold and italics*** is the independent clause.
(C) This sentence has two independent clauses.

Explanation: "He tried to lose weight" is actually a dependent clause, but the subordinating word "that" has been left out. The independent clause begins with "he ended up."



5. Charlie has decided to hire a personal trainer ***because he is worried about his heart.***
(A) The section in ***bold and italics*** is an independent clause.
(B) This sentence has two independent clauses.
(C) "Charlie has decided to hire a personal trainer" is the independent clause.

Explanation: The part in ***bold and italics*** is a dependent clause; it is introduced by the subordinating conjunction, "because," and cannot stand by itself.

6. His new personal trainer, ***whose name is Adriana Bongiorno,*** thinks Charlie may be a lost cause.
(A) The part in ***bold and italics*** is not an independent clause.
(B) The part in ***bold and italics*** is an independent clause.
(C) This sentence has two independent clauses.

Explanation: The part in ***bold and italics*** is a dependent (or relative) clause, defining "personal trainer." It cannot stand by itself. The independent clause is "His new personal trainer . . . thinks Charlie may be a lost cause."

7. That ***she can make him do the exercises*** but not stick to the diet.
(A) The part in blue is the independent clause.
(B) This sentence has two independent clauses.
(C) This sentence has no independent clause.

Explanation: This is a sentence fragment. It contains a subject-verb relationship ("she can make"), but it begins with a dependent word and cannot stand by itself.

8. He is very good as long as Miss Bongiorno is around, but he goes to the freezer for ice-cream when she leaves.
(A) This sentence has three independent clauses.
(B) This sentence has two independent clauses.
(C) This sentence has one independent clause.

Explanation: This sentence has two independent clauses connected by a comma and the coordinating conjunction "but." "When she leaves" is a dependent clause.

9. Charlie must learn that eating all those sweets may give him a temporary pleasure but that it's not good for his heart and that he would feel better about himself if he stopped eating all those rich and sweet foods that are not good for him.
(A) The independent clause has three words.
(B) The independent clause begins with the first "that."
(C) This sentence has several independent clauses.

Explanation: "Charlie must learn" is the independent clause in this sentence. All the rest is a dependent clause (after the dependent word "that").

10. Miss Bongiorno is starting to make a difference, though, and Charlie is starting to make some progress.
(A) This sentence has one independent clause.
(B) The clause following "though" is a dependent clause.
(C) This sentence has two independent clauses.

Explanation: This sentence has two independent clauses connected by the coordinating conjunction "and." The word "though" is not acting as a dependent word in this sentence.



CLASS ROOM ACTIVITY

Choose the correct sentence.

1. (A) You will have to pay higher insurance if you buy a sports car.
(B) You will have to pay higher insurance so that you buy a sports car.
(C) You will have to pay higher insurance although you buy a sports car.
(D) You will have to pay higher insurance before you buy a sports car.
2. (A) Hockey players wear lots of protective clothing because they don't get hurt.
(B) Hockey players wear lots of protective clothing in order that they don't get hurt.
(C) Hockey players wear lots of protective clothing though they don't get hurt.
(D) Hockey players wear lots of protective clothing while they don't get hurt.
3. (A) You can study hard for this exam therefore you can fail.
(B) You can study hard for this exam but you can fail.
(C) You can study hard for this exam or you can fail.
(D) You can study hard for this exam unless you can fail.
4. (A) I wanted to sit in the front of the balcony, because I ordered my tickets early.
(B) I wanted to sit in the front of the balcony, whereas I ordered my tickets early.
(C) I wanted to sit in the front of the balcony, so I ordered my tickets early.
(D) I wanted to sit in the front of the balcony, even though I ordered my tickets early.
5. (A) Even if you have already bought your ticket, you will still need to wait in line.
(B) As you have already bought your ticket, you will still need to wait in line.
(C) Before you have already bought your ticket, you will still need to wait in line.
(D) Once you have already bought your ticket, you will still need to wait in line.
6. (A) By the time I was waiting in line for the ticket, I ate my lunch.
(B) While I was waiting in line for the ticket, I ate my lunch.
(C) Unless I was waiting in line for the ticket, I ate my lunch.
(D) Whether I was waiting in line for the ticket, I ate my lunch.
7. (A) We are going out to eat since we finish taking the test.
(B) We are going out to eat because we finish taking the test.
(C) We are going out to eat even if we finish taking the test.
(D) We are going out to eat after we finish taking the test.
8. (A) You need proper shoes to go hiking in the mountains, because the ground is rough and hard.
(B) You need proper shoes to go hiking in the mountains, so that the ground is rough and hard.
(C) You need proper shoes to go hiking in the mountains, even though the ground is rough and hard.
(D) You need proper shoes to go hiking in the mountains, unless the ground is rough and hard.



9. (A) You should give the iron time to heat up until you iron your clothes.
(B) You should give the iron time to heat up before you iron your clothes.
(C) You should give the iron time to heat up so that you iron your clothes.
(D) You should give the iron time to heat up because you iron your clothes.
10. (A) Because these cars are cheap, they last a long time.
(B) In order that these cars are cheap, they last a long time.
(C) Although these cars are cheap, they last a long time.
(D) After these cars are cheap, they last a long time.

CLASS ROOM ACTIVITY

Choose the correct answer:

1. (A) The acid test of a good driver is whether he or she remains calm in an emergency.
(B) The acid test of a good driver is then he or she remains calm in an emergency.
(C) The acid test of a good driver is because he or she remains calm in an emergency.
(D) The acid test of a good driver is which he or she remains calm in an emergency.
2. (A) The experts told the people what effect a drought would have on the Great Plains.
(B) The experts told the people how effect a drought would have on the Great Plains.
(C) The experts told the people that effect a drought would have on the Great Plains.
(D) The experts told the people whereas effect a drought would have on the Great Plains.
3. (A) The experiment proved that less water for the plants.
(B) The experiment proved less water for the plants.
(C) The experiment proved for less water for the plants.
(D) The experiment proved that the plants need less water.
4. (A) Beauty contest coaches teach the contestants what they should walk, sit, and even apply makeup.
(B) Beauty contest coaches teach the contestants which they should walk, sit, and even apply makeup.
(C) Beauty contest coaches teach the contestants then they should walk, sit, and even apply makeup.
(D) Beauty contest coaches teach the contestants how they should walk, sit, and even apply makeup.
5. (A) Since entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.
(B) Although entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.
(C) Whether entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.
(D) In spite of entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.



CAPITALIZATION

Capitalize this!

1. The first word of every sentence.
2. The first-person singular pronoun, *I*.
3. Proper nouns, names of religions and religious terms: Allah, Islam, Muslims, God, Christ, Buddha, Christianity, Christians, Judaism, Jews.
4. Names of celestial bodies: Mars, Saturn, the Milky Way.
Do not, however, capitalize *earth*, *moon*, *sun*, except when those names appear in a context in which other (capitalized) celestial bodies are mentioned.
"I like it here on earth," but "It is further from Earth to Mars than it is from Mercury to the Sun."
5. Names of newspapers and journals.
Do not, however, capitalize the word *the*, even when it is part of the newspaper's title: *the Hartford Courant*.
6. Days of the week, months, holidays.
Do not, however, capitalize the names of seasons (spring, summer, fall, autumn, winter).
"Next winter, we're traveling south; by spring, we'll be back up north."
7. Historical events: World War I, the Renaissance, the Crusades.
8. Races, nationalities, languages: Swedes, Swedish, African American, Jewish, French, Native American. (Most writers do not capitalize *whites*, *blacks*.)
9. Names of courses: English, Economics and Biology etc.
10. Brand names: Tide, Maytag, Chevrolet.
 - Names of relationships *only* when they are a part of or a substitute for a person's name. (Often this means that when there is a modifier, such as a possessive pronoun, in front of such a word, we do not capitalize it.)
11. Let's go visit Grandmother today. Let's go visit my grandmother today.
12. I remember Uncle Arthur. I remember my Uncle Arthur. My uncle is unforgettable.
This also means that we don't normally capitalize the name of a "vocative" or term of endearment:
13. Can you get the paper for me, hon?
14. Drop the gun, sweetie. I didn't mean it.



English Punctuation

Punctuation is used to create sense, clarity and stress in sentences.

You use punctuation marks to structure and organise your writing. The most common of these are the period (or full stop in British English), the comma, the exclamation mark, the question mark, the colon and semi-colon, the quote, the apostrophe, the hyphen and dash, and parentheses and brackets. Capital letters are also used to help us organise meaning and to structure the sense of our writing.

You can quickly see why punctuation is important if you try and read this sentence which has no punctuation at all:

perhaps you dont always need to use commas periods colons etc to make sentences clear when i am in a hurry tired cold lazy or angry i sometimes leave out punctuation marks grammar is stupid i can write without it and dont need it my uncle Harry once said he was not very clever and i never understood a word he wrote to me i think ill learn some punctuation not too much enough to write to Uncle Harry he needs some help.

Now let's see if punctuating it makes a difference!

Perhaps you don't always need to use commas, periods, colons etc. to make sentences clear. When I am in a hurry, tired, cold, lazy, or angry. I sometimes leave out punctuation marks. "Grammar is stupid! I can write without it and don't need it." my uncle Harry once said. He was not very clever and I never understood a word he wrote to me. I think I'll learn some punctuation, not too much, enough to write to Uncle Harry. He needs some help!



The 'Period', 'Full Stop' or 'Point'

The *period* (known as a full stop in British English) is probably the simplest of the punctuation marks to use.

You use it like a knife to cut the sentences to the required length. Generally, you can break up the sentences using the full stop at the end of a logical and complete thought that looks and sounds right to you. Use the full stop.

1. To mark the end of a sentence which is not a question or an exclamation.

Rome is the capital of Italy.

- I was born in Multan and now live in Lahore.
- The Dalai Lama is the spiritual leader of the Tibetan people.

2. To indicate an abbreviation

- I will be in between 6 a.m. and 7 p.m.

Note: Dr and Mr and Mrs and Ms may not take a full stop nor do most abbreviations taken from the first capital letters such as MA Phd CNN

3. Special case - three dots

Often you will see a sentence concluding with three dots. This indicates that only part of the sentence or text has been quoted or that it is being left up to the reader to complete the rest of the sentence.

- The Lord's Prayer begins, 'Our Father which is in Heaven...'

3. Full stop after a single word

Sometimes a single word can form the sentence. In this case you place a full stop after the word as you would in any other sentence.

- "Goodbye."
- "Hello."

Note: This is often the case when the subject is understood as in a greeting or a command such as "Stop."

The Comma ,

There are some general rules which you can apply when using the comma.

However, you will find that in English there are many other ways to use the comma to add to the meaning of a sentence or to emphasize an item, point or meaning.

Although we are often taught that commas are used to help us add 'breathing spaces' to sentences they are, in fact, more accurately used to organize blocks of thought or logical groupings. Most people will now use commas to ensure that meaning is clear and, despite grammatical rules, will drop the comma if their meaning is retained in the sentence.

**A. Using the comma to separate phrases, words, or clauses in lists****1. A series of phrases**

- On my birthday, I went to the cinema, ate dinner in a restaurant, and went dancing.

2. A series of nouns

- The meal consisted of soup, fish, chicken, dessert and coffee.

3. A series of adjectives

- She was young, beautiful, kind, and intelligent.

Note: If an adjective is modifying another adjective, you do not separate them with a comma
e.g. She wore a bright red shirt.

4. A series of verbs

- Tony ran towards me, fell, yelled, and fainted.

5. A series of clauses

- The car smashed into the wall, flipped onto its roof, slid along the road, and finally stopped against a tree.

B. Using the comma to enclose insertions or comments. The comma is placed on either side of the insertion.

- China, one of the most powerful nations on earth, has a huge population.

C. Use the comma to mark off a participial phrase

- Hearing that her father was in hospital, Jane left work immediately.

D. Use the comma in 'tag questions'

- She lives in Paris, doesn't she?

- We haven't met, have we?

E. Use to mark off interjections like 'please', 'thank you', 'yes', and 'no'

- Yes, I will stay a little longer, thank you.

Note:**Misplacing a comma can lose friends!**

Putting a comma in the wrong place can lead to a sentence with a completely different meaning, look at these two examples:

- I detest liars like you, I believe that honesty is the best policy.
I detest liars, like you, I believe that honesty is the best policy.

**The Semi Colon**

;

The semicolon is somewhere between a weak full stop and a strong comma and used to join phrases and sentences without having to use a conjunction (*and, but* etc.) where the phrases or sentences are thematically linked but independent.

Look at this example.

- Many great leaders; Churchill, leader of Britain during the Second World War; Alexander, the great Roman Emperor and general; and Napoleon, the brilliant French general, had great strengths of character which were useful when their countries were at war but also great weaknesses which did not serve them so well in times of peace.

Notice how the semicolon works with the comma to enclose the connected phrases while the whole forms one logical sentence.

The Question Mark

?

Use the question mark:

1. At the end of all direct questions

- What is your name?
- Do you speak Italian?
- You're Spanish, aren't you?

2. Do not use the question mark for *reported questions*

- He asked me what my name was.
- She asked if I was Spanish.
- Ask them where they are going.

General notes

1. Don't forget to place a question mark at the end of long sentences that contain a question

- Isn't it true that global warming is responsible for more and more problems which are having a disastrous effect on the world's climate and leading to millions of people in countries that can least afford it having to contend with more and more hardships?

2. Sometimes a question mark can be placed within a sentence

- There is a cause for concern, isn't there? That the current world economic balance is so fragile that it may lead to a global economic downturn.

**The Exclamation Mark** !

The exclamation mark is used to express exasperation, astonishment or surprise or to emphasize a comment or short sharp phrase.

For example:

- Help! Help!
- That's unbelievable!
- Get out!
- Look out!

You can also use it to mark a phrase as humorous, ironic or sarcastic.

1. What a lovely day! (when it obviously is not a lovely day and the tone of the speaker is sarcastic)
2. That was clever! (when someone has done something stupid)

Some general remarks:

- Don't overuse the exclamation mark.
- Don't include a series of exclamation marks. For example: I'll never get it right!!!!

Brackets and Parentheses ()

The difference between a 'bracket' and a 'parentheses' can be a bit confusing.

Generally, parentheses refers to round brackets () and brackets to square brackets [].

However, we are more and more used to hearing these referred to simply as 'round brackets' or 'square brackets'.

Usually we use 'square brackets' - [] - for special purposes such as in technical manuals. Round brackets - () -, or 'parentheses' are used in a similar way to commas when we want to add further explanation, an afterthought, or comment that is to do with our main line of thought but distinct from it.

Many grammarians feel that the parentheses can, in fact, be replaced by commas in nearly all cases.

For example:

- *Further explanation* - The government's education report (April 2005) shows that the level of literacy is rising in nearly all areas.
- *Comment* - I visited Katmandu, (which was full of tourists) on my way to the Himalayas for a trekking expedition.
- *Afterthought* - You can eat almost anything while travelling in Asia if you are careful to observe simple rules (avoiding unboiled or unbottled water is one of the main rules to be aware of).



Apostrophe

The apostrophe probably causes more grief than any of the other punctuation marks put together! The problem nearly always seems to stem from users not understanding that the apostrophe has two very different (and very important) uses in English.

To show possession and ownership - e.g. Jack's car. Mary's father.

To indicate a contraction - he's (he is), we're (we are), they're (they are)

These two examples show the apostrophe being used for possession (sentence 1) and contraction (sentence 2)

- Colombia's coffee exports have risen steadily over the past decade.
- Colombia's one of the main coffee producing countries in the world.

The POSSESSIVE APOSTROPHE

In most cases you simply need to add's to a noun to show possession:

- a ship's captain, a doctor's patient, a car's engine, Abraham's coat, Mariana's book.

Plural nouns that do not end in s also follow this rule:

- the children's room, the men's work, the women's club

Common or proper nouns that end in "s" both singular and plural, show possession simply by adding an ' after the "s" but proper nouns (names of people, cities, countries etc.) can form the possessive either by adding the s' apostrophe or simply adding the ':

- a) The Hughes' home (or the Hughes's home), Mr Jones's shop (or Mr Jones' shop), Charles' book (or Charles's book)
- b) the ladies' tennis club, the teachers' journal, the priests' church (note that *the priest's church* would only be referring to one priest while *the priests' church* refers to a group.)

General notes:

Many people want to know how to form the possessive of their own name when it ends in an 's' or when referring to the whole family, e.g. The Jones' children.

Today it is no longer considered incorrect to use either form (*Jones's* or *Jones'*) and many large organisations now drop the ' completely (e.g. Barclays Bank, Missing Persons Bureau) when publishing their names.

The APOSTROPHE for CONTRACTIONS

The most common use of contracted apostrophes is for:

- hasn't = has not
- can't = can not
- there's = there is
- mustn't = must not
- I'm = I am
- it's = it is
- let's = let us
- I've = I have (also they've, we've)
- she's = she has or she is (also he's)

**Remember:**

- *it's* = *it is* (a contraction) while *its* = possession
- *who's* = *who is* (a contraction) while *whose* = possession

Hyphen and Dash

A hyphen joins two or more words together (e.g. x-ray, door-to-door) while a dash separates words into parenthetical statements (e.g. She was trapped - no escape was possible).

Hyphen

Generally, hyphens are used to avoid confusion or ambiguity but today most words that have been hyphenated quite quickly drop the hyphen and become a single word (e.g. *e-mail* and *email*, *now-a-days* and *nowadays*). In many cases though a hyphen does make the sense clear:

- I am thinking of re-covering my sofa (to put a new cover on it)
- I would like to recover my sofa. (Perhaps from someone who has borrowed it as this means '*to get it back*')

Hyphen and numbers

1. Use a hyphen with compound numbers from twenty-one to ninety-nine.
 - fifty-one
 - eighty-nine
 - thirty-two
 - sixty-five
 - eighty-one
2. In written fractions place a hyphen between the numerator and denominator.
 - two-fifth
 - one-third
 - three-tenth
 - nine-hundredth

Exception: If there is already a hyphen in either the numerator or the denominator, you omit the hyphen between the numerator and denominator.

- sixty-nine, eighty-ninths (*not* 'sixty-nine-eighty-ninths')
 - twenty-two, thirty-thirds
3. Use a hyphen when the number forms part of an adjectival compound:
 - France has a 35-hour working week.
 - He won the 100-metre sprint.
 - Charles Dickens was a great nineteenth-century novelist.

**Usage**

Consult your dictionary if you are not sure but remember that current usage may be more up-to-date (not *uptodate*... yet!) than your dictionary. There are some cases where hyphens preserve written clarity such as where there are letter collisions (co-operate, bell-like) or where a prefix is added (anti-nuclear, post-colonial), or in family relations (great-grandmother, son-in-law.)

Dashe

Dashes can be used to add parenthetical statements in much the same way as you would use brackets. In formal writing you should use the bracket rather than the dash as a dash is considered less formal in most cases. However, they should not be overused nor used to replace commas although they can be used to create emphasis in a sentence.

For example:

- You may think she is a liar - she isn't.

Punctuating speech with quotation marks**Usage**

You will still see the double quotation marks used to quote direct speech it is more and more common to punctuate speech and direct quotations with single quotation marks with the double quotation marks reserved for quoting 'speech within speech'.

Example:

- 'I haven't spoken to Peter for months,' Dianne said. 'The last time I spoke to him he said, "I'm going to Bahrain and won't be back for about three years", I've heard nothing since then'.

Notice that the comma is placed within the quotation marks and that double quotation marks are only used when the quoted speaker is quoting someone else directly.

Other uses of the quotation mark

You will also have seen the single quotation marks used to mark out idiomatic expressions such as -

- *I've always thought that he was very annoying, a bit of a 'pain in the neck.'*
They are also used outside of speech when quoting the title of a journal article:
- *'The Migration Flight of the Lesser Tweazle', by Jeremy Adams, in The Bird Spotter Magazine, July 2009.*

(Note that there are a number of ways of organising such things as bibliographies which set out standard formats. Most organisations and academic institutions will prefer one of these or have their own format published in a 'style guide'.)



Class room activity

Portions of the following sentences are written in bold type. Select the option (A), (B), (C) or (D) which shows how that portion should be punctuated.

1. Coach Espinoza who took her team to the Final Four last year might take a job with Notre Dame.
(A) Espinoza who took her team to the Final Four last year, might
(B) Espinoza, who took her team to the Final Four last year might
(C) Espinoza, who took her team to the Final Four last year, might
(D) no punctuation needed

Explanation: The modifying clause (who took her team to the Final Four this year) is a parenthetical element. It can be removed without changing the essential meaning of the sentence. Such parenthetical elements should be set off by commas. To see if part of a sentence is parenthetical, try removing it. If the sentence still makes sense you should probably put commas around that element.

2. The UConn women's basketball program is among the nation's best however they play in one of the weaker conferences.
(A) best; however, they
(B) best, however, they
(C) best, however; they
(D) no punctuation needed

Explanation: We can use a semicolon here (along with the transitional expression) to separate the two independent clauses. A typical pattern is semicolon + transitional expression + comma.

3. **Phuong wasn't worried at all about the exam because she had prepared so well over the break.**
(A) exam because, she
(B) exam because, she
(C) exam, because she
(D) no punctuation needed

Explanation: The adverb clause comes after the independent clause in this sentence, and it is necessary to the essential meaning of the sentence (it is not a parenthetical element). Had this adverb clause come first in the sentence, we could have put a comma after it.

4. **After the team won the national championship in 1995 the coach found recruiting much easier.**
(A) in 1995, the coach
(B) no punctuation needed

Explanation: The first part of the sentence (ending with 1995) is an adverb clause. When an adverb clause begins a sentence, it should be separated from the independent clause by a comma.



5. The best production facilities are in Atlanta Georgia Boston Massachusetts and Phoenix Arizona.
(A) in Atlanta, Georgia, Boston, Massachusetts, and Phoenix, Arizona.
(B) in Atlanta, Georgia; Boston, Massachusetts; and Phoenix, Arizona.
(C) in Atlanta, Georgia; Boston, Massachusetts and; Phoenix, Arizona.
(D) no punctuation needed

Explanation: Use a semicolon to separate the elements of a "monster list" -- a list in which the elements themselves contain commas.

6. Roger earned three A's last semester but his one downfall was Advanced Algebra.
(A) semester but, his
(B) semester, but, his
(C) semester, but his
(D) no punctuation needed

Explanation: We use a comma plus a little conjunction -- in that order -- (and, but, for, nor, yet, so) to connect two independent clauses.

7. He told his customers what they wanted to hear that he would stand behind his product.
(A) what they wanted to hear, that he
(B) no punctuation needed
(C) what they wanted to hear: that he
(D) what they wanted to hear; that he

Explanation: When the sentence comes to a complete halt (after what could be an independent clause) and an explanation or list will follow, use a colon.

8. His favorite television programs are *Homicide NYPD Blue ER* and *Chicago Hope*.
(A) are *Homicide, NYPD Blue, ER, and Chicago Hope*.
(B) are: *Homicide NYPD Blue ER and Chicago Hope*
(C) are; *Homicide NYPD Blue ER and Chicago Hope*
(D) no punctuation needed

Explanation: This sentence doesn't come to a complete halt before the list, so it is not appropriate to use a colon here. However, we do need those commas to separate the elements of our list.

9. "My Old Kentucky Home a tune by Stephen Foster, is Kentucky's state song.
(A) Home" a tune
(B) Home", a tune
(C) Home," a tune
(D) no punctuation needed

Explanation: In the United States, periods and commas go inside quotation marks. And we need a comma here to set apart a parenthetical element. ("A tune by Stephen Foster" can be removed from the sentence without changing the essential meaning of the sentence.)



10. Community colleges which didn't exist prior to the 1950s have proved very popular in the U.S.
- (A) colleges, which didn't exist, prior to the 1950s have
 - (B) colleges which didn't exist prior to the 1950s, have
 - (C) colleges, which didn't exist prior to the 1950s, have
 - (D) no punctuation needed

Explanation: The modifying clause (which didn't exist prior to the 1950s) is a parenthetical element. It can be removed without changing the essential meaning of the sentence. Such parenthetical elements should be set off by commas. To see if part of a sentence is parenthetical, try removing it. If the sentence still makes sense you should probably put commas around that element.

11. The Computer Services Department spent most of its money on upgrading old computers and installing new machines in the Learning Assistance Center.
- (A) computers, and installing
 - (B) computers, and, installing
 - (C) computers and, installing
 - (D) no punctuation needed

Explanation: A little conjunction can connect two things by itself; no comma is necessary. Two things do not constitute a list.



Class room activity

1. Select the correctly punctuated sentence in this group.

- (A) My first job in a factory involved the manufacture of escalator handles and ketchup bottle lids.
(B) My first job in a factory involved the manufacture of escalator handles, and ketchup bottle lids.

Explanation: There is no need for a comma after *handles* because the *and* is capable of connecting two things on its own. More than two things is required to make up a list.

2. Select the correctly punctuated sentence in this group.

- (A) Ms. Espinoza has offered to coach the team this year, however, the competition for the job is intense.
(B) Ms. Espinoza has offered to coach the team this year, however the competition for the job is intense.
(C) Ms. Espinoza has offered to coach the team this year; however, the competition for the job is intense.

Explanation: A typical pattern for connecting two independent clauses with a semicolon is semicolon + conjunctive adverb + comma.

3. Select the correctly punctuated sentence in this group.

- (A) The team's major concerns this year, however, are staying healthy, finding a good shooting guard, and maintaining good relations with the public.
(B) The team's major concerns this year, however, are: staying healthy, finding a good shooting guard, and maintaining good relations with the public.
(C) The team's major concerns this year; however, are -- staying healthy, finding a good shooting guard, and maintaining good relations with the public.

Explanation: We wouldn't use a colon after *are* in this sentence because the sentence cannot come to a complete stop as an independent thought at that point. And *however* is not being used as an introductory transitional expression.

4. Select the correctly punctuated sentence in this group.

- (A) Three major cities Hartford Bridgeport and Stamford make up the crucial voting blocks of Connecticut.
(B) Three major cities, Hartford, Bridgeport, and Stamford, make up the crucial voting blocks of Connecticut.
(C) Three major cities -- Hartford, Bridgeport, and Stamford -- make up the crucial voting blocks of Connecticut.

Explanation: To avoid confusion, we need those two dashes to set apart the list in the middle of this sentence.

5. Select the correctly punctuated sentence in this group.

- (A) My favorite teacher, who just happens to be my uncle, retired from the university last summer.
(B) My favorite teacher who just happens to be my uncle, retired from the university last summer.
(C) My favorite teacher, who just happens to be my uncle retired from the university last summer.

Explanation: The *parenthetical element* -- who just happens to be my uncle -- requires a comma on either side of it.



6. Select the correctly punctuated sentence in this group.

- (A) It seems a shame that a diligent, sincere politician like Fuentes should be ignored by shallow and thoughtlessly fickle voters.
- (B) It seems a shame that a diligent sincere politician like Fuentes should be ignored by shallow and thoughtlessly fickle voters.
- (C) It seems a shame that a diligent sincere politician like Fuentes should be ignored by shallow, and thoughtlessly fickle voters.

Explanation: Coordinate adjectives (which could be separated by the word *but* or *and*) should be separated by a comma.

7. Select the correctly punctuated sentence in this group.

- (A) Given the hard choices our coach has had to make this year it's no wonder she's decided to retire.
- (B) Given the hard choices our coach has had to make this year, it's no wonder she's decided to retire.

Explanation: When an adverbial clause comes after the independent clause, it is *not* set off with a comma when it is necessary to the meaning of the sentence.

8. Select the correctly punctuated sentence in this group.

- (A) Raoul has been too busy to keep up with his courses because he took on too many extracurricular activities.
- (B) Raoul has been too busy to keep up with his courses, because he took on too many extracurricular activities.

9. Select the correctly punctuated sentence in this group.

- (A) Believing in her own skills and possessing a supreme confidence, proved to make the difference in her campaign.
- (B) Believing in her own skills and possessing a supreme confidence proved to make the difference in her campaign.

10. Select the correctly punctuated sentence in this group.

- (A) My favorite pizza combinations are sausage peppers and onions mushrooms extra cheese and anchovies and hamburger sun-dried tomatoes pepperoni and sliced red potatoes.
- (B) My favorite pizza combinations are: sausage, peppers, and onions, mushrooms, extra cheese, and anchovies, and hamburger, sun-dried tomatoes, pepperoni, and sliced red potatoes.
- (C) My favorite pizza combinations are sausage, peppers, and onions; mushrooms, extra cheese, and anchovies; and hamburger, sun-dried tomatoes, pepperoni, and sliced red potatoes.



Class room activity

Choose the correct answer.

1. (A) The average elevation of the Himalayas is twenty thousand feet, and Mount Everest raises to more than twenty-nine thousand feet at its apex.
(B) The average elevation of the Himalayas is twenty thousand feet, and Mount Everest rises to more than twenty-nine thousand feet at its apex.
(C) The average elevation of the Himalayas is twenty thousand feet, and Mount Everest roses to more than twenty-nine thousand feet at its apex.
(D) The average elevation of the Himalayas is twenty thousand feet, and Mount Everest arises to more than twenty-nine thousand feet at its apex.
2. (A) Countries may borrow large sums of money from the World Bank for development projects.
(B) Countries may lend large sums of money from the World Bank for development projects.
(C) Countries may borrow large sums of money the World Bank for development projects.
(D) Countries may lend large sums of money the World Bank for development projects.
3. (A) The manage of a small business requires either education or experience in sales and accounting.
(B) The management of a small business requires either education or experience in sales and accounting.
(C) Managing of a small business requires either education or experience in sales and accounting.
(D) Being managing a small business requires either education or experience in sales and accounting.
4. (A) Ice has the same hard as concrete.
(B) Ice has the same hardness as concrete.
(C) Ice has the same hardly as concrete.
(D) Ice has the same hardliness as concrete.
5. (A) I have lain your notebook on the table by the door so that you won't forget it.
(B) I have lied your notebook on the table by the door so that you won't forget it.
(C) I have laid your notebook on the table by the door so that you won't forget it.
(D) I have layed your notebook on the table by the door so that you won't forget it.

Choose the incorrect word or phrase and correct it.

1. Although her doctor allowed her family to visit her, he wouldn't leave anyone else go
A B C D
into her room.
2. Have you made any interesting discoveries while you were making your research?
A B C D
3. In fact, they have some difficulty in adopting themselves to these changes.
A B C D
4. We expect that the affects of the trip will be beneficial.
A B C D
5. No fingerprint is exactly alike another.
A B C D



STRATEGIES TO APPROACH THE QUESTION

First of all try to find some sort of agreement. If words don't agree, leave the option. You will find your answer quite quickly and easily.

EXAMPLE

- (A) These changes is not altogether to their liking.
- (B) These changes are not altogether to their liking.
- (C) These changes are not all together to their liking.
- (D) These changes is not altogether to their liking.

ANSWER**(B) is the right option**

TWO OUT OF FOUR

Try to reduce the numbers of options on the basis of what you know. In this way, you will reduce the number of options. Now, it is easy to guess the correct answer out of the reduced numbers of options.

EXAMPLE

- (A) The sisters, who are no longer younger, are used to live.
- (B) The sisters, who are no longer younger, are use'd to living
- (C) The sisters, who are no longer younger, are used to living
- (D) The sisters, who are no longer younger, are use to live.

ANSWER**(C) is the best option**

SAMPLE DIRECTIONS

Directions: A sentence or a part of the sentence has been underlined from one place followed by four options (A), (B), (C), (D) Choose the option with correct grammatical expression.



CORRECTION TOPIC TEST 1

Choose the correct option A, B, C or D.

1. (A) Charles Gilbert have just come to make his home with his two unmarried aunts.
(B) Charles Gilbert hadn't to make his home with his two unmarried aunts.
(C) Charles Gilbert has just came to make his home with his two unmarried aunts.
(D) Charles Gilbert has just come to make his home with his two unmarried aunts.
2. (A) The sisters who are no longer young are used to live quiet lives.
(B) The sisters who are no longer young are use'd to living quiet lives.
(C) The sisters who are no longer young are used to living quiet lives.
(D) The sisters who are no longer young are use to live quiet lives.
3. (A) They willingly expected the child.
(B) They willingly except the child.
(C) They willingly accepted the child.
(D) They villingly accepted the child.
4. (A) As the months passed, Charles' presence affect many changes in her household.
(B) As the months passed, Charles' presence effects many changes in her household.
(C) As the months passed, Charles' presence effected much changes in her household.
(D) As the months passed, Charles' presence affected many changes in her household.
5. (A) These changes is not altogether to their liking.
(B) These changes are not altogether to their liking.
(C) These changes are not all together to their liking.
(D) These changes is not altogether to their liking.
6. (A) In fact, they have some difficulty in adapting their selves to these changes.
(B) In fact, they have some difficulty in adopting themselves to these changes.
(C) In fact, they have some difficulty in adapting their selves to these changes.
(D) In fact, they have some difficulty in adapting themselves to these changes.
7. (A) That is the man who, I believed, was the driver of the car.
(B) That is the man whom, I believed, was the driver of the car.
(C) That is the man who to believe was the driver of the car.
(D) That is the man who, I believe, was the driver of the car.
8. (A) John's climb to fame was more rapid than his brother.
(B) John's climb to fame was more rapid than that of his brother's.
(C) John's climb to fame was more rapid than for his brother.
(D) John's climb to fame was more rapid than his brother's.



9. (A) We knew that he has formerly swum on an Olympic team.
(B) We knew that he did formerly swam on an Olympic team.
(C) We knew that he had formerly swum on an Olympic team.
(D) We knew that he has formerly swam on an Olympic team.
10. (A) Not one of us loyal supporters ever did got a pass to a game.
(B) Not one of us loyal supporters ever has get a pass to a game.
(C) Not one of us loyal supporters ever had get a pass to a game.
(D) Not one of us loyal supporters ever gets a pass to a game.
11. (A) He was complimented on having done a fine job.
(B) He was complimented on having done a fine job.
(C) He was complemented on having done a fine job.
(D) He did get complimented on having done a fine job.
12. (A) This play is different than the one we have seen last night.
(B) This play is different of the one we had saw last night.
(C) This play is different with the one we have saw last night.
(D) This play is different from the one we saw last night.
13. (A) A row of trees was to be planted in front of the house.
(B) A row of trees were planted in front of the house.
(C) A row of trees were to be planted in front of the house.
(D) A row of trees was planted in front of the house.
14. (A) The house looks it's age in spite of our attempts to beautify it.
(B) The house looked its age in spite of our attempts to beautify it.
(C) The house looked it's age in spite of our attempts to beautify it.
(D) The house looked it age in spite of our attempts to beautify it.
15. (A) I do not know where to council in this case.
(B) I do not know when to counsel in this case.
(C) I do not know what to counsel in this case.
(D) I do not know what to council in this case
16. (A) She is more capable than any girl in the office.
(B) She is more capable than any other girl in the office.
(C) She is more capable than other girl in the office.
(D) She is more capable than other girls in the office.
17. (A) At the picnic, the young children behave very good.
(B) At the picnic, the young children behaved better.
(C) At the picnic, the young children behave very well.
(D) At the picnic, the young children behaved very well.



18. (A) I resolved to depart irregardless of the consequences.
(B) I resolved to go regarding of the consequences.
(C) I resolved to go regardingly of the consequences.
(D) I resolved to go regardless of the consequences.
19. (A) The new movie has a number of actors which had been famous on Broadway.
(B) The new movie has a number of actors who had been famous on Broadway.
(C) The new movie has a number of actors who have been famous on Broadway.
(D) The new movie has a number of actors that have been famous on Broadway.
20. (A) I am certain that these books have not been ours.
(B) I am certain that these books have not been our's.
(C) I am certain that these books are not ours.
(D) I am certain that these books are not ours,
21. (A) Each of your papers are filed for future reference.
(B) Each of your papers have been filed for future reference.
(C) Each of your papers are to be filed for future reference.
(D) Each of your papers has been filed for future reference.
22. (A) I wish that he took his work more serious.
(B) I wish that he will take his work more serious.
(C) I wish that he shall take his work more seriously.
(D) I wish that he would take his work more seriously.
23. (A) Last night, the stranger leaded us down the mountain.
(B) Last night, the stranger let us down the mountain.
(C) Last night, the stranger led us down the mountain.
(D) Last night, the stranger had led us down the mountain.
24. (A) It would not be safe for either you or me to travel in Vietnam.
(B) It would not be safe for either I or you to travel in Vietnam.
(C) It would not be safe for either of you or I to travel in Vietnam.
(D) It would not be safe for either of I or you to travel in Vietnam.
25. (A) Both the body and the mind have needs of exercise.
(B) Both the body and the mind is needful of exercise.
(C) Both the body and the mind needed exercise.
(D) Both the body and the mind need exercise.
26. (A) It's paw injured, the animal limped down the road.
(B) Its paw injured, the animal limped down the road.
(C) Its' paw injured, the animal limped down the road.
(D) Its paw injure, the animal limped down the road .



27. (A) The butter tastes rancid.
(B) The butter taste rancidly.
(C) The butter taste rancidly.
(D) The butter taste rancid.
28. (A) Who, do you think, has sent me a letter?
(B) Whom do you think has sent me a letter?
(C) Who did you think has sent me a letter?
(D) Whom can you think has sent me a letter?
29. (A) If more nations would fight against tyranny, the course of history would have been different.
(B) If more nations could have fought against tyranny, the course of history would have been different.
(C) If more nations fought against tyranny, the course of history would have been different.
(D) If more nations had fought against tyranny, the course of history would have been different.
30. (A) Radio and television programs along with other media of communication helps us to be appreciate of the arts and to keep informed.
(B) Radio and television programs along with other media of communication helps us to be appreciative of the arts and to keep informed.
(C) Radio and television programs along with other media of communication help us to be appreciative of the arts and to be informed.
(D) Radio and television programs along with other media of communication help us to appreciate the arts and to keep informed.



CORRECTION TOPIC TEST. 2

Choose the correct option A, B, C or D.

1. (A) When operas are performed on radio or television, they inflict the listener.
(B) When operas are performed on radio or television, they these effect the listeners.
(C) When operas are performed on radio or television, they affects the listeners.
(D) When operas are performed on radio or television, they affect listening.
2. (A) After hearing them, the listener wants to buy recordings of music.
(B) After hearing them, the listener want to buy recordings of music.
(C) By hearing them, the listener wants to buy recordings of music.
(D) By hearing them, the listeners wants to buy recordings of music.
3. (A) To we the Americans the daily news program has become important.
(B) To us Americans the daily news program has become important.
(C) To us the Americans the daily news program has become important.
(D) To we and us Americans the daily news program has become important.
4. (A) This has resulted from its coverage of a days events.
(B) This has resulted from it's coverage of a day's events.
(C) This has resulted from its coverage of a day's events.
(D) This has resulted from its coverage of a days' events.
5. (A) In schools, teachers advise their students to listen to or to view certain programs.
(B) In schools, teachers advise there students to listen to or to view certain programs.
(C) In schools, the teacher advises their students to listen to or to view certain programs.
(D) In schools, teachers advice his students to listen to or to view certain programs.
6. (A) The cost of living are raising again.
(B) The cost of living is rising again.
(C) The cost of living are rising again.
(D) The cost of living is risen again.
7. (A) We did not realize that the boys' father had forbade them to keep there puppy.
(B) We did not realize that the boys' father had forbade them to keep their puppy.
(C) We did not realize that the boys' father has forbidden them to keep their puppy.
(D) We did not realize that the boys' father had forbidden them to keep their puppy.
8. (A) Her willingness to help other's was her outstanding characteristic.
(B) Her willingness to help others' was her outstanding characteristic.
(C) Her willingness to help others was her outstanding characteristic.
(D) Her willingness to help each other was her outstanding characteristic.



9. (A) Because he did not have an invitation, the girls object to him going.
(B) Because he did not have an invitation, the girls objected to him going.
(C) Because he did not have an invitation, the girls objected to his going.
(D) Because he did not have an invitation, the girls object to his going.
10. (A) Weekly dances had become a popular accepted feature of the summer schedule.
(B) Weekly dances have become a popular excepted feature of the summer schedule.
(C) Weekly dances has become a popularly excepted feature of the summer schedule.
(D) Weekly dances have become a popularly accepted feature of the summer schedule.
11. (A) I would hardly believe that he would desert our party.
(B) I didn't hardly believe that he would desert our party.
(C) I should hardly believe that he would desert our party.
(D) I could hardly believe that he would desert our party.
12. (A) I found the place in the book more readily than he.
(B) I found the place in the book more ready than she.
(C) I found the place in the book more quickly than her.
(D) I found the place in the book more readily than she.
13. (A) A good example of the American outdoor activities is sports.
(B) A good example of the American outdoor activities are sport.
(C) A good example of the American outdoor activities are sports events.
(D) A good example of the American outdoor activities are to be found in sports.
14. (A) My point of view is much different than your's.
(B) My point of view is much different than yours.
(C) My point of view is much different from yours.
(D) My point of view is much different from yours'
15. (A) The cook was supposed to use two spoonfuls of dressing for each serving.
(B) The cook was suppose to use two spoonfuls of dressing for each serving.
(C) The cook was supposed to use two spoon'fuls of dressing for each serving.
(D) The cook was suppose to use two spoonfuls of dressing for each serving.
16. (A) If anyone has any doubt about the values of the tour, refer him to me.
(B) If anyone has any doubt about the values of the tour, refer me to he.
(C) If anyone has any doubt about the values of the tour, refer them to me.
(D) If anyone has any doubt about the values of the tour, refer he to I.
17. (A) We expect that the effects of the trip will be beneficial.
(B) We expect that the effects of the trip should be beneficial.
(C) We expect that the affects of the trip would beneficial.
(D) We expect that the affects of the trip will be beneficial.



18. (A) The girl refused that the note were her's.
(B) The girl refused that the note was her's.
(C) The girl refused that the note was hers.
(D) The girl refused that the note might be hers.
19. (A) There was fewer candidates than we had been lead to expect.
(B) There were fewer candidates than we were expecting.
(C) There was lesser candidates than we had been led to expect.
(D) There were fewer candidates than we had led to expect.
20. (A) When I first saw the car, its steering wheel was broken.
(B) When I first saw the car, it's steering wheel had been broken.
(C) When I first saw the car, its steering wheel were broken.
(D) When I first saw the car, its' steering wheel was broken.
21. (A) I find that the essential spirit for we who begin are missing.
(B) I find that the essential spirit for us beginners are missing.
(C) I find that the essential spirit for us beginners is missing.
(D) I find that the essential spirit for we beginners are missing.
22. (A) This is Tom whom I am sure will be glad to help you.
(B) This is Tom which I am sure will be glad to help you.
(C) This is Tom who, I am sure, will be glad to help you.
(D) This is Tom that I am sure will be glad to help you.
23. (A) His father or his mother did read to him every night since he was very small.
(B) His father or his mother have been reading to him every night since he was very small.
(C) His father or his mother had read to him every night since he was very small.
(D) His father or his mother has read to him every night since he was very small.
24. (A) He become an authority on the theater and its great personalities.
(B) He becomes the authority on the theater and it's great personalities.
(C) He becamed an authority on the theater and its great personalities.
(D) He became an authority on the theater and its great personalities.
25. (A) I know of no other person in the club who are more kind hearted than they.
(B) I know of no other person in the club who are more kind hearted than them.
(C) I know of no other person in the club whom are more kind hearted than she.
(D) I know of no other person in the club who is more kind hearted than she.
26. (A) After Bill had runned the mile he was breathless.
(B) After Bill has ran the mile he was breathless.
(C) After Bill had ranned the mile he was breathless.
(D) After Bill had run the mile, he was breathless.



27. (A) Wilson has scarcely an equal as a pitcher.
(B) Wilson has hardly no equal as a pitcher.
(C) Wilson had scarcely no equal as a pitcher.
(D) Wilson has scarcely and equals as a pitcher.
28. (A) It were the worse storm that the inhabitants of the island could remember.
(B) It was the worst storm that the inhabitants of the island could remember.
(C) It was the worst storm that the inhabitants of the island could remember.
(D) It was the most worse storm that the inhabitants of the island could remember.
29. (A) If only we had began before it was too late.
(B) If only we would have begun before it was too late.
(C) If only we had begun before it was too late.
(D) If only we had begun before it was too late.
30. (A) Let us' evaluate our year's work.
(B) Lets our year's work.
(C) Lets' us evaluate our year's work.
(D) Let's evaluate our year's work.



CORRECTION TOPIC TEST 3

Choose the correct option A, B, C or D.

1. (A) This is an organization with whom I wouldn't to be associated with.
(B) This is an organization that I wouldn't want to be associated.
(C) This is an organization with which I would want not to be associated with.
(D) This is an organization with which I wouldn't want to be associated.
2. (A) The enemy fled in many directions leaving its weapons on the field.
(B) The enemy fled in many directions letting their weapons on the field.
(C) The enemy fled in many directions leaving alone there weapons on the field.
(D) The enemy fled in many directions leaving their weapons on the field.
3. (A) I hoped that John could accept a compromise between the approved forces.
(B) I hoped that John could except a compromise between the approved forces.
(C) I hoped that John would have effected a compromise among the approved forces.
(D) I hoped that John could affect a compromise among the approved forces.
4. (A) The lawyer promised to notify I and my father of his plans for a new trial.
(B) The lawyer promised to notify me and our father of his plans for a new trial.
(C) The lawyer promised to notify my father and me of his plans for a new trial.
(D) The lawyer promised to notify mine father and me of his plans for a new trial.
5. (A) The most important feature of the series of tennis lessons were the large number of strokes taught.
(B) The most important feature of the series of tennis lessons was the large amount of strokes taught.
(C) The most important feature of the series of tennis lessons was the largeness of the amount of strokes taught.
(D) The most important feature of the series of tennis lessons was the large number of strokes taught.
6. (A) I am not all together of agreement with the author's point of view.
(B) I am not all together for agreement with the author's point of view.
(C) I am not altogether with agreement with the author's point of view.
(D) I am not altogether in agreement with the author's point of view.
7. (A) Shakespeare's soliloquies must be regarded representative of speech not of thought.
(B) Shakespeare's soliloquies must be regarded represented by thought not by speech.
(C) Shakespeare's soliloquies must be regarded as representative of thought more than speech.
(D) Shakespeare's soliloquies must be regarded representing speech thought not speech.
8. (A) A sight to inspire fear are wild animal on the loose.
(B) A sight to inspire fear is wild animals on the loose.
(C) A sight to inspire fear have been wild animals on the lose.
(D) A sight to inspire fear were wild animals loose.



9. (A) For many years, the settlers had seeked to worship as they pleased.
(B) For many years, the settlers sought to worship as they please.
(C) For many years, the settlers sought to have workshoped as they pleased.
(D) For many years, the settlers had been seeking to worship as they pleased.
10. (A) The girls stated that the dresses were there's
(B) The girls stated that the dresses were theirs'
(C) The girls stated that the dresses were theirs.
(D) The girls stated that the dresses were there own.
11. (A) Your sweater has been laying on the floor since a week.
(B) Your sweater has been lying on the floor for a week.
(C) Your sweater laid on the floor for a week.
(D) Your sweater has been lain on the floor for a week.
12. (A) I wonder whether your sure that scheme of your's will work.
(B) I wonder whether you're sure that scheme of yours will work.
(C) I wonder whether your sure that scheme of yours will work.
(D) I wonder whether you're sure that your scheme's will work.
13. (A) Please, let she and I do it.
(B) Please, let she and me do it.
(C) Please, let her and me do it.
(D) Please, let her and him do it.
14. (A) Knowing little about Algebra, the equation was difficult to solve.
(B) Knowing little about Algebra, the solution to the equation was difficult to find.
(C) Knowing little about Algebra, I found it difficult to solve the equation.
(D) Knowing little about Algebra, it being difficult to solve the equation.
15. (A) He works more diligent now that he had become vice president of the company.
(B) He works more diligently now that he has become vice president of the company.
(C) He began to work more diligent now that he had become vice president of the company.
(D) He worked more diligently now that he had became vice president of the company.
16. (A) Flinging himself at the barricade; he pounded on it furiously.
(B) Flinging himself at the barricade: he pounded on it furiously.
(C) Flinging himself at the barricade; he pounded on it furiously.
(D) Flinging himself at the barricade, he pounded on it furiously.
17. (A) When he began to give us advise, we stopped listening.
(B) When he begun to give us advice, we stopped listening.
(C) When he began to give us advice, we stopped listening.
(D) When he begin to give us advice, we stopped listening.



18. (A) John was the only one of the boys who, as you know, were not eligible.
(B) John was the only one of the boys whom as you know were not eligible.
(C) John was the only one of the boys who, as you know, was not eligible.
(D) John was the only one of the boys who as you know is not eligible.
19. (A) Why was Jane and him permitted to go?
(B) Why were Jane and he permitted to go?
(C) Why were Jane and him permitted to go?
(D) Why weren't Jane and he permitted to go?
20. (A) Take courage Tom we all make mistakes.
(B) Take courage, Tom; we all make mistakes.
(C) Take courage, Tom we all make mistakes.
(D) Take courage!, Tom; we. we all make mistakes.
21. (A) Henderson, the president of the class and since he is captain of the team, will lead the rally.
(B) Henderson, the president of the class and captain of the team, will lead the rally.
(C) Henderson, the president of the class and also being captain of the team, will lead the rally.
(D) Henderson, the president of the class and who be also captain of the team, will lead the rally.
22. (A) Our car has always run well on that kind of gasoline.
(B) Our car has always ran good on that kind of gasoline.
(C) Our car has always ran well on that kind of gasoline.
(D) Our car has always runs good on that kind of gasoline.
23. (A) There was a serious difference of opinion among she and I.
(B) There was a serious difference of opinion between her and I.
(C) There was a serious difference of opinion between her and me.
(D) There was a serious difference of opinion among her and me I.
24. (A) The three characters in the story are Hobart a teenager; his mother; a widow; and the druggist.
(B) The three characters in the story are; Hobart, a teenager; his mother, a widow and the druggist.
(C) The three characters in the story are Hobart a teenage; his mother, a widow and the druggist.
(D) The three characters in the story are Hobart a teenage, his mother; a widow and the druggist.
25. (A) How much have food costs rose during the past year?
(B) How much have food costs risen during the past year?
(C) How much has food costs risen during the past year?
(D) How much have food costs been raised during the past year?
26. (A) "Will you come too,? she pleaded.
(B) "Will you come too?" she pleaded.
(C) "Will you come too, " pleaded she?
(D) "Will you come too, ? she said.



27. (A) If he would drink more milk, his health would have been better.
(B) If he had drank more milk, his health would have been better.
(C) If he had he drunk more milk, his health would have been better.
(D) If he had drunk more milk, his health would have been better.
28. (A) Jack had no sooner lain down and fallen asleep than the alarm sounded.
(B) Jack had no sooner lay down and fell asleep when the alarm sounded.
(C) Jack had no sooner laid down and fell asleep than the alarm sounded.
(D) Jack had no sooner lain down than he fell asleep when the alarm sounded.
29. (A) Jackson is one of the few sophomores, who has ever made the varsity team.
(B) Jackson is one of the few sophomores, who have ever made the varsity team.
(C) Jackson is one of the few sophomores who have ever made the varsity team.
(D) Jackson is one of the few sophomores who has ever made the varsity team.
30. (A) We had ridden almost a kilometer when the scattering shells beginning to land.
(B) We had ridden almost a kilometer when the scattering shells began to land.
(C) We had ridden almost a kilometer when the scattering shells having begun to land.
(D) We had ridden almost a kilometer when the scattering shells begin to land.



CORRECTION TOPIC TEST. 4

Choose the correct option A, B, C or D.

1. (A) I had no money, my friend had not neither.
(B) I had no money, my friend had no neither.
(C) I had no money, my friend had not either.
(D) I had no money, my friend hasn't neither.
2. (A) Just forty years ago, there had fewer than one hundred symphony orchestras in the United States.
(B) Just forty years ago, there were fewer than one hundred symphony orchestras in the United States.
(C) Just forty years ago, there was fewer than one hundred symphony orchestras in the United States.
(D) Just forty years ago, there existed fewer than one hundred symphony orchestras in United States.
3. (A) A girl as I would never be seen in a place like that.
(B) A girl as me would never be seen in a place like that.
(C) A girl like I am would never be seen in a place like that.
(D) A girl like me would never be seen in a place like that.
4. (A) Between you and I, my opinion is that this room is certainly nicer than the first one we saw.
(B) Between you and me, my opinion is that this room is certainly nicer than the first one we saw.
(C) Betwixt you and I, my opinion is that this room is certainly nicer than the first one we saw.
(D) Between we, my opinion is that this room is certainly nicer than the first one we saw.
5. (A) It is important to know for what kind of a person for whom you are working.
(B) It is important to know for what kind of person you are working.
(C) It is important to know for what kind of a person you are working for
(D) It is important to know for what kind of a person you are working for.
6. (A) I had already finished the book before you came in.
(B) I had previously finished the book before you came in.
(C) I had already finished the book before you come in.
(D) I had all finished the book before you came in.
7. (A) Ask not for whom the bell tolls, it tolls for thee.
(B) Ask not for whom the bell tolls; it tolls for thee.
(C) Ask not who the bell tolls for: It tolls for thee.
(D) Ask not for who the bell tolls, it tolls for thee.
8. (A) Ending a sentence with a preposition is something with which I will not put up.
(B) To end a sentence with a preposition is that which I will not put up with.
(C) Ending a sentence with a preposition is something of which I will not put up.
(D) Something I will not put up with is ending a sentence with a preposition.



9. (A) Everyone took off their hats and stood up to sing the national anthem.
(B) Everyone take off their hats and stand up to sing the national anthem.
(C) Everyone took off his hat and stood up to sing the national anthem.
(D) Everyone have taken off their hats and standing up to sing the national anthem.
10. (A) She promised me that if she had the opportunity she would have come regardless of the weather.
(B) She assured me that had she had the opportunity, she would have come regardless of the weather.
(C) She assured me that if she would have had the opportunity she would have come regardless of the weather.
(D) She promised me that if she had had the opportunity she would have come regardless of the weather.
11. (A) The man decided it would be advisable to marry a girl somehow younger than him.
(B) The man decided it would be advisable to marry a girl some younger than him.
(C) The man decided it would be advisable to marry a girl somewhat younger from him.
(D) The man decided it would be advisable to marry a girl somewhat younger than he.
12. (A) Sitting near the campfire, the old man told John and me about many exciting adventure he had.
(B) Sitting near the campfire, the old man told John and I about much exciting adventure, which he ha'd had.
(C) Sitting near the campfire, the old man told John and me about many exciting adventures he had had.
(D) Sitting near the campfire, the old man told John and me about many exciting adventure he has had.
13. (A) If you had stood at home and done you're home work you would not have failed the course.
(B) If you had staid at home and done your home work you would not have failed the course.
(C) Had you stayed at home and done your home work, you would not have failed the course.
(D) If you have stayed at home and done your home work you would not have failed the course.
14. (A) Either the girls or he is right.
(B) Either the girls or him are right.
(C) Either the girls or he are right.
(D) Either the girls nor he is right.
15. (A) Of the two theaters in the town that show first run movies, the Rex has the lowest prices.
(B) Of the two theaters in the town which show first run movies, the Rex has the lowest prices.
(C) Of the two theaters in the town that show first run movies, the Rex has the lower prices.
(D) Of the two theaters in the town that show first run movies, the Rex has the lowest prices.
16. (A) To cope with the imminent oil shortage, it required that we reassess our private transportation.
(B) To cope with the eminent oil shortage, it required that we reassess our private transportation.
(C) To cope with the imminent oil shortage, we had the requirement to reassess our private transportation.
(D) To cope with the imminent oil shortage, we needed to reassess our private transportation.
17. (A) Sitting around the bonfire on the beach, mystery stories were told by each of us.
(B) Sitting around the bonfire on the beach, mystery stories were told by all of us.
(C) Sitting around the bonfire on the beach, each of us told mystery stories.
(D) Sitting around the bonfire on the beach, stories of mystery were told by each of us.



18. (A) Every pupil in the whole class understood the assignment except me and that is why I feel so stupid.
(B) Every pupil in the whole class understood the assignment excepting I and that is why I feel so stupid.
(C) Every pupil in the whole class understood the assignment outside of me and that is why I feel so stupid.
(D) Every pupil in the whole class understood the assignment excepting me and that is why I feel so stupid.
19. (A) It was beautiful to see but unusually strenuous to dance ballet.
(B) The beautiful to see ballet was, however, strenuous to dance unusually so.
(C) The ballet was beautiful to see but unusually strenuous to dance.
(D) The ballet was beautiful to see but unusually strenuous in dancing
20. (A) George served soup, to the hungry campers in large mugs.
(B) George served soup to the hungry campers, in large mugs.
(C) George served soup in the large mugs, to the hungry campers.
(D) George served soup in the large mugs to the hungry campers.
21. (A) Regardless of the danger that the roof might collapse, the fireman entered the building.
(B) Irrespective of the danger that the roof might collapse, the fireman entered the building.
(C) Disregarding of the danger that the roof might collapse, the fireman entered the building.
(D) Irregardless of the danger that the roof might collapse, the fireman entered the building.
22. (A) I met five soldiers whom, I believe were members of the 82nd Airborne Division.
(B) I met five soldiers who, I believe were members of the 82nd Airborne Division.
(C) I met five soldiers who, I believe, were members of the 82nd Airborne Division.
(D) I met five soldiers who I believe were members of the 82nd Airborne Division.
23. (A) When St. Cleary begun to give us advise we stopped listening.
(B) When St. Cleary begin to give us advice we stopped listening.
(C) When St. Cleary began to give us advisement we stopped listening.
(D) When St. Cleary began to give us advice, we stopped listening.
24. (A) The passengers who had missed their flight were given a meal at the airlines expense.
(B) The passengers which had missed their flight were given a meal at the airlines expense.
(C) The passengers that had missed their flight were given a meal at the airlines expense.
(D) The passengers whose had missed their flight were given a meal at the airlines expense.
25. (A) The cows who were suffering from foot and mouth disease had to be destroyed.
(B) The cows which were suffering from foot and mouth disease had to be destroyed.
(C) The cows that was suffering from foot and mouth disease had to be destroyed.
(D) The cows whose were suffering from foot and mouth disease had to be destroyed.
26. (A) The train who had come off the rails was lifted by a crane.
(B) The train whose had come off the rails was lifted by a crane.
(C) The train whom had come off the rails was lifted by a crane.
(D) The train which had come off the rails was lifted by a crane.



27. (A) We use to grow our own vegetables.
(B) We used to grow our own vegetables.
(C) We get used to grow our own vegetables.
(D) We using to grow our own vegetables.
28. (A) It's taking me a long time become used to driving a car with automatic gears.
(B) It's taking me a long time to get used to driving a car with automatic gears.
(C) It's taking me a long time used to driving a car with automatic gears.
(D) It's taking me a long time use'd to driving a car with automatic gears.
29. (A) Lord Fortingham was used to be waited upon.
(B) Lord Fortingham was used to being waited upon.
(C) Lord Fortingham was used to was waited upon.
(D) Lord Fortingham was used to been waited upon.
30. (A) I think you should put that packet back where you found it.
(B) I think you must put that packet back where you found it.
(C) I think you ought to put that packet back where you found it.
(D) I think you used to put that packet back where you found it.



CORRECTION TOPIC TEST. 5

Choose the correct option A, B, C or D.

1. (A) I suggest that you should offer to pay the minimum amount.
(B) I suggest that you must offer to pay the minimum amount.
(C) I suggest that you ought to offer to pay the minimum amount.
(D) I suggest that you must to offer to pay the minimum amount.
2. (A) Applicants should have at least two years experience of teaching overseas.
(B) Applicants must have at least two years experience of teaching overseas.
(C) Applicants ought to have at least two years experience of teaching overseas.
(D) Applicants must to have at least two years experience of teaching overseas.
3. (A) Didn't you used to work in the office in Nottingham Shire.
(B) Didn't you use to work in the office in Nottingham Shire.
(C) Didn't you get used to work in the office in Nottingham Shire.
(D) Didn't you becoming used to work in the office in Nottingham Shire.
4. (A) "How much sugar?" asked she, I replied little.
(B) "How much sugar?" asked she, I replied a little.
(C) "How much sugar?" asked she, I replied the little.
(D) "How much sugar?" asked she, I replied some little.
5. (A) There were few people in the meeting.
(B) There were a few people in the meeting.
(C) There were the few people in the meeting.
(D) There were some to people in the meeting.
6. (A) I need a little salt.
(B) I need a few salt.
(C) I need the few salt.
(D) I need some to salt.
7. (A) There were only little players in the ground.
(B) There were only a few players in the ground.
(C) There were only the few players in the ground.
(D) There were only a little players in the ground.
8. (A) Few friends I have are very sincere to me.
(B) The few friends I have are very sincere to me.
(C) Very few friends I have are very sincere to me.
(D) Fewer friends I have are very sincere to me.



9. (A) There was almost no sugar in the jar. The jar had little sugar.
(B) There was almost no sugar in the jar. The jar had a little sugar.
(C) There was almost no sugar in the jar. The jar had the little sugar.
(D) There was almost no sugar in the jar. The jar had few sugar.
10. (A) Only a few of our customers have accounts.
(B) Only a little of our customers have accounts.
(C) Quite a little of our customers have accounts.
(D) Only a little of our customers have accounts.
11. (A) I have only a few books on art. They are considerably great in number.
(B) I have quite a few books on art. They are considerably great in number.
(C) I have only little books on art. They are considerably great in number.
(D) I have books on art. They are considerably great in number.
12. (A) There was little time to lose.
(B) There was few time to lose.
(C) There was very few time to lose.
(D) There was a very few time to lose.
13. (A) Little is known about the pre-historic times people.
(B) A little is known about the pre-historic times people.
(C) Very few is known about the pre-historic times people.
(D) Very few is known about the pre-historic times people.
14. (A) Have you had your test results still?
(B) Have you had your test results already?
(C) Have you had your test results yet?
(D) Haven't you had your test results as yet?
15. (A) I've seen the film before.
(B) I've watched the film already.
(C) I've seen the film still.
(D) I've seen the film yet.
16. (A) As soon as I was watching T.V, the telephone rang.
(B) Before I was watching T.V the telephone rang.
(C) After I was watching T.V the telephone rang.
(D) While I was watching T.V, the telephone rang.
17. (A) As I had finished breakfast, I went out.
(B) While I had finished breakfast, I went out.
(C) After I had finished breakfast, I went out.
(D) Before I had finished breakfast, I went out.



18. (A) Although she doesn't enjoy her job but she works hard.
(B) Although she doesn't enjoy her job yet she works hard.
(C) Although she doesn't enjoy her job however she works hard.
(D) Although she doesn't enjoy her job despite she works hard.
19. (A) The room is very small, It's quite comfortable though.
(B) The room is very small; its' quite comfortable however.
(C) The room is very small. It's quiet comfortable whereas.
(D) The room is very small. It's quite comfortable while.
20. (A) In spite being late, they didn't hurry.
(B) Instead being late, they didn't hurry.
(C) Despite being late, they didn't hurry.
(D) Despite of being late, they didn't hurry.
21. (A) She said she didn't want to change her job, whereas she may change her mind.
(B) She said she didn't want to change her job, while she may change her mind.
(C) She said she didn't want to change her job; however, she may change her mind.
(D) She said she didn't want to change her job, although she may change her mind.
22. (A) My brother said him that he must have done that job.
(B) My brother told him that he must have done that job.
(C) My brother asked him that he must have done that job.
(D) My brother tell him that he must have done that job.
23. (A) As soon as she heard the news of her father's death than she fainted.
(B) As soon as she heard the news of her father's death as she fainted.
(C) As soon as she heard the news of her father's death therefore she fainted.
(D) As soon as she heard the news of her father's death, she fainted.
24. (A) Providing that he works hard, I'll give him three increments per annum.
(B) Provided that he works hard, I'll give him three increments per annum.
(C) Condition with he works hard, I'll give him three increments per annum.
(D) Conditioning with he works hard, I'll give him three increments per annum.
25. (A) Because of the legal discrimination against the Catholics, Alexander Pope never attended a university.
(B) Due to the legal discrimination against the Catholics, Alexander Pope never attended a university.
(C) Owing to legal discrimination against the Catholics, Alexander Pope never attends a university.
(D) Because the legal discrimination against the Catholics, Alexander Pope never attended a university.
26. (A) Because of rain, she couldn't come.
(B) Due to rain she couldn't come.
(C) Owing rain she couldn't come.
(D) Because rain she couldn't come.



27. (A) If she knows the function was a formal affair, she would not have worn jeans.
(B) If she knew the function was a formal affair, she would not have worn jeans.
(C) If she had known the function was a formal affair, she would not have worn jeans.
(D) If she would know the function was a formal affair, she would not have worn jeans.
28. (A) When it rains, many reptile insects shall come out.
(B) When it rains, many reptile insects come out.
(C) When it rains, many reptile insects will came out.
(D) When it rains, many reptile insects will comes out.
29. (A) When I saw her she slept.
(B) When I saw her she had been sleeping.
(C) When I saw her, she was sleeping.
(D) When I saw her she has been sleeping.
30. (A) The festivals had come to an end when I had entered the Mazar.
(B) The festivals had come to an end when I entered the Mazar.
(C) The festivals had come to an end when I am entering the Mazar.
(D) The festivals had come to an end when I had been entering the Mazar.

**CORRECTION TOPIC TEST. 6**

Choose the correct option A, B, C or D.

1. (A) I saw the bird perching on the tree.
(B) I saw the bird perching at the tree.
(C) I saw the bird percherched in the tree.
(D) I saw the bird perch in the tree.
2. (A) The commander ordered to the soldier to move
(B) The commander ordered with the soldier to move
(C) The commander ordered the soldier to move
(D) The commander ordered by the soldier to move
3. (A) He was promoted as D.C.
(B) He was promoted to D.C.
(C) He was promoted D.C.
(D) He was promoted from D.C.
4. (A) It is no doubt that man is mortal.
(B) There is no doubt that man is mortal.
(C) There was no doubt about that man is mortal.
(D) There are no doubts about that man is mortal.
5. (A) In colleges, professors advice their students.
(B) In colleges, professors advice there students.
(C) In colleges, professors advise there students.
(D) In colleges, professors advise their students.
6. (A) Ask not for whom the bell tolls; it tolls for thee.
(B) Ask not for whom the bell tolls: it tolls for thee.
(C) Ask not for who the bell tolls for: it tolls for thee.
(D) Ask not for which the bell tolls: it tolls for thee.
7. (A) The government requires that these forms should be submitted before the end of the financial year.
(B) The government requires for these forms to be submitted before the end of the financial year.
(C) The government requires that these forms be submitted before the end of the financial year.
(D) The government requires these forms submission before the end of the financial year.
8. (A) He stated all the teachers as being reluctant to teach Shakespeare.
(B) He stated that all the teachers were reluctant to teach Shakespeare.
(C) He stated that for all the teachers teaching Shakespeare were reluctant.
(D) He stated that being all the teachers were reluctant to teach Shakespeare.



9. (A) They are superiority from them.
(B) They are superior from them.
(C) They are superior to them.
(D) They are superior to they.
10. (A) The doctor forbade not to take tranquilizer.
(B) The doctor forbade not to taking tranquilizer.
(C) The doctor forbade to take tranquilizer.
(D) The doctor forbade to taking tranquilizer.
11. (A) John wanted to have gone to the movies.
(B) John had wanted to have gone to the movies.
(C) John wanted to go to the movies.
(D) John wanted to have went to the movies.
12. (A) In this particular job, we have discovered that to be diligent is more important than being bright.
(B) In this particular job, we have discovered that for one to be diligent is more important than being bright.
(C) In this particular job, we have discovered that diligence is more important than brightness.
(D) In this particular job, we have discovered that being diligent is more important than to be bright.
13. (A) On their return, they not only witnessed the sinking ship but the amazing escape of the passengers.
(B) On their return/they not only witnessed the sinking ship, but the amazing escape of the passengers.
(C) On their return, they not only witnessed the sinking ship, but also the amazing escape of the passengers.
(D) On their return, they witnessed not only the sinking ship but also the amazing escape of the passengers.
14. (A) No one but him could have told them that the thief was I.
(B) No one but he could have told them that the thief was I.
(C) No one but he could have told them that the thief was me.
(D) No one but him could have told them that the thief was me.
15. (A) Either you transfer the data or file a repot.
(B) You either transfer the data, nor file a repot.
(C) You either transfer the data or file a repot.
(D) Either you transfer the data nor file a repot.



16. (A) On entering the stadium, cheers greeted them.
(B) On entering the stadium, they were greeted by cheers.
(C) While entering the stadium, cheers greeted them.
(D) On entering the stadium cheers greeted them.
17. (A) The set of propositions which was discussed by the panel have been published.
(B) The set of propositions which were discussed by the panel have been published.
(C) The set of propositions that was discussed by the panel has been published.
(D) The set of propositions which were discussed by the panel has been published.
18. (A) We decided that we neither have the authority nor the means to cope with the problem.
(B) We decided that we neither have authority or the means to cope with the problem.
(C) We decided that we have neither the authority nor the means to cope with the problem.
(D) We decided that we have neither the authority or the means to cope with the problem.
19. (A) Everyone of us have understood that without him helping us, we would not have succeeded.
(B) Everyone of us has understood that without his helping us, we would not have succeeded.
(c) Everyone of us have understood that without his help, we would not have succeeded.
(d) Everyone of us has understood that without him helping us, we would not have succeeded.
20. (A) The incidence of vitamin deficiencies correlates positively with the level of solar radiation.
(B) The incidence of vitamin deficiencies correlate positively with the level of solar radiation.
(C) The incidence of vitamin deficiencies, correlate positively with, the level of solar radiation.
(D) The incidence of vitamin deficiencies correlate positively to the level of solar radiation.
21. (a) A thoroughly frightened child was seen by her cowering in the corner of the room.
(b) Cowering in the corner of the room a thoroughly frightened child was seen by her.
(c) She saw, cowering in the corner of the room, a thoroughly frightened child.
(d) A thoroughly frightened child, cowering in the corner of the room, was seen by her.
22. (a) If they would have taken greater care, the disaster would not have occurred.
(b) Unless they took greater care, the disaster would not have occurred.
(c) Had they not taken greater care, the disaster would not have occurred.
(d) If they had taken greater care, the disaster would not have occurred.
23. (a) Neither the judge nor I am ready to announce who the winner is.
(b) Neither the judge nor I are ready to announce who the winner is.
(c) Neither the judge nor I are ready to announce who is the winner.
(d) Neither the judge nor I am ready to announce who is the winner.
24. (A) The council can see scarcely any valid reason for its reviewing the request.
(B) The council cannot see scarcely any valid reason for its reviewing the request.
(C) The counsel can see any valid reason scarcely for its reviewing the request.
(D) The council can see scarcely any valid reason for it's reviewing the request.



25. (a) If she were I, she would have accepted the prize if she had won it.
(b) If she was I, she would have accepted the prize if she would have won it.
(c) If she was I, she would have accepted the prize if she had won it.
(d) If she were I, she would have accepted the prize if she would have won it.
26. (A) We expect help in the provision of adequate facilities and ample funds from everybody.
(B) We expect help in providing adequate facilities and funds from everybody.
(C) We expect help which facilities and funds from everybody.
(D) We expect help from everybody in providing adequate facilities and ample funds.
27. (A) His action has been loaded with significance and filled with worth.
(B) His action has been significant and worth while.
(C) His action has become loaded with significance and worth.
(D) His action has to be loaded with significance and filled with worth.
28. (A) We became convinced that the climate of this deserted island was like Florida in winter.
(B) We became convinced that the climate of this deserted island was like that of Florida in winter.
(C) We became convinced that the climate of this desert island was like Florida in winter.
(D) We became convinced that the climate of this deserted island in winter was like Florida.
29. (A) The students have always had a most sincere interest and admiration for the work.
(B) The students have always had a most sincere interest in and admiration for the work.
(C) The students have always had a mostly a sincere interest and admiration for the work.
(D) The students have always had a most sincere interest, and admiration for the work.
30. (A) I might have provide a happier ending if I was the author of that novel.
(B) I might have provided a happier ending, if I was the author of that novel.
(C) I might have provide a happier ending, if I were the author of that novel.
(D) I might have provided a happier ending if I had been the author of that novel.



CORRECTION TOPIC TEST 7

Choose the correct option A, B, C, D.

1. (A) We were told to take an overnight hike, pitch camp, prepare dinner, and that they should be in bed by 9:00 p.m.
(B) We were told to take an overnight hike, to pitch camp, to prepare dinner, and that they should be in bed by 9:00 p.m.
(C) We were told to take an overnight hike, to pitch camp, to prepare dinner, and to be in bed by 9:00 p.m.
(D) We were told to take an overnight hike, pitching camp, prepare dinner and going to bed by 9:00 p.m.
2. (A) The government's failing to keep it's pledges will earn the distrust of all the other nations.
(B) The governments failing to keep it's pledges will earn the distrust of all the other nations.
(C) The government's failing to keep its pledges will earn the distrust of all the other nations.
(D) The governments failing to keep its pledges will earn the distrust of all the other nations.
3. (A) Most students like to read these kind of books during their spare time.
(B) Most students like to read these kind of book during their spare time.
(C) Most students like to read this kind of books during their spare time.
(D) Most students like to read this kinds of books during their spare time.
4. (A) She not only was competent but also friendly in nature.
(B) Not only was she competent but friendly also in nature.
(C) She not only was competent but friendly also in nature.
(D) She was not only competent but also friendly in nature.
5. (A) John will graduate high school and enter college in two years.
(B) John will graduate from high school and enter college in two years.
(C) John will be graduate from high school and enter college in two years.
(D) John will graduate from high school and enter into college in two years.
6. (A) With the exception of Frank and I, everyone in the class finished the assignment.
(B) With the exception of Frank and me, everyone in the class finished the assignment.
(C) With the exception of Frank and me, everyone in the class had finished the assignment.
(D) With the exception of Frank and I, everyone in the class had finished the assignment.



7. (A) Old people find that they can't get good medical attention, despite they need it badly.
(B) Old people find that they can't get good medical attention, despite they badly need it.
(C) Old people find that they can't get good medical attention, in spite they need it badly.
(D) Old people find that they can't get good medical attention, however much they need it.
8. (A) When one eats in this restaurant, you often find that the prices are high.
(B) When you eat in this restaurant, you often find that the prices are high.
(C) As you eats in this restaurant, you often find that the prices are high.
(D) If you eats in this restaurant, you often find that the prices are high.
9. (A) Because of its poor reviews, I am not too eager to go to this play.
(B) Because of it poor revues, I am not to eager to go to this play.
(C) I am not to eager to go to this play because it did not get good reviews.
(D) I am not too eager to go to this play because it did not get good reviews.
10. (A) It was decided by us that the emphasis would be placed on the results that might to attained.
(B) We decided that the emphasis would be placed on the results that might be attained.
(C) We decided to emphasize the results that might be attained.
(D) We decided to emphasize the results we might attain.
11. (A) May I venture to say that I think this performance is the most superior I have ever heard.
(B) May I venture to say that this performance is the most superior I have ever heard.
(C) May I say that this performance is the most superior I have ever heard.
(D) I think this performance is superior to any I have ever heard.
12. (A) Having completed the physical examination, the tonsils were found to be diseased.
(B) When the physical examination was completed, the tonsils were found to be diseased.
(C) The physical examination completed, the tonsils were found to be diseased.
(D) The physical examination found that the tonsils were diseased.
13. (A) Today this is the totally different world than we have seen in the last decade.
(B) Today this is the totally different world form what we have seen in the last decade.
(C) Today this is the totally different world from what we saw in the last decade.
(D) Today this is the totally different world than what we seen in the last decade.
14. (A) Except for you and I, everyone brought a present to the party.
(B) With exception of you and I, everyone brought a present to the party.
(C) Except for you and I, everyone had brought a present to the party.
(D) Except you and me, everyone brought a present to the party.
15. (A) When one reads the poetry of the 17th century, you find a striking impression.
(B) When you read the poetry of the 17th century, he find a striking impression.
(C) When one reads the poetry of the 17th century, one finds a striking impression.
(D) If one reads the poetry of the 17th century, he finds a striking impression.



16. (A) John Jones has not and possibly never will be able to run the mile again.
(B) John Jones have not and possibly never will be able to run the mile again.
(C) John Jones had not and possibly never will be able to run the mile again.
(D) John Jones has not been and possibly never will be able to run the mile again.
17. (A) had I realized how close I was to failing, I would not have go to the party.
(B) if I would have realized I was to failing, I would not have gone to the party.
(C) Had I realized how close I was to failing, I would not have gone to the party.
(D) If I realized how close I was to failing, I would not have gone to the party.
18. (A) The football team's winning it's first games of the season excited the student body.
(B) The football team having won it's first games of the season excited the student body.
(C) The football team having won its first games of the season excited the student body.
(D) The football team's winning its first games of the season excited the student body.
19. (A) Anyone interested in the use of computer can learn much if you have access to a computer.
(B) Anyone interested in the use of computer can learn much if he has access to a computer.
(C) Anyone interested in the use of computer can learn much if access is available to a computer.
(D) Anyone interested in the use of computer can learn much by access to a computer.
20. (A) No one should be put into a situation where he has to choose among his loyalty and his duty.
(B) No one should be put into a situation in which he has to choose between his loyalty and his duty.
(C) No one should be put into a situation where he has to choose between his loyalty and his duty.
(D) No one should be put into a situation in which he has to choose among his loyalty and his duty.
21. (A) If we cooperate by dividing up the work we shall be able to finish it quick.
(B) If we cooperate together by dividing the work we shall be able to finish it quickly.
(C) If we cooperate by dividing up the work together we shall be able to finish it quickly.
(D) If we cooperate by dividing the work, we shall be able to finish it quickly.
22. (A) We enjoyed swimming in the pool, bathing in the ocean, and, particularly, to snorkel.
(B) We enjoyed swimming in the pool, bathe in the ocean, and, particularly, to snorkel.
(C) We enjoyed swimming in the pool, bathe in the ocean, and, particularly, to snorkeling.
(D) We enjoyed swimming in the pool, bathing in the ocean, and, particularly, snorkeling.



23. (A) Crossing the street, a car almost struck us.
(B) A car almost struck us, crossing the street.
(C) As we crossed the street, a car almost struck us.
(D) A car, crossing the street, almost struck us.
24. (A) The theme of this novel is how money doesn't make you happy.
(B) The theme of this novel is that money doesn't make you happy.
(C) In this novel, its theme is how money doesn't make you happy.
(D) In this novel, that money doesn't make you happy in the theme.
25. (A) If some Americans look back at where they are going, they see that their goal is money.
(B) If some Americans look ahead to where they are going, it can be seen that their goal is money.
(C) If some Americans look at where they are going, they can see our goal is money.
(D) If some Americans look ahead to where they are going, they can see their goal is money.
26. (A) Mary, a girl with little talent for cooking, enjoys preparing pizza.
(B) Mary is a girl who has little talent for cooking who enjoys to prepare pizza.
(C) Mary is a girl with little talent for cooking and who enjoys preparing pizza.
(D) Mary, who has little talent for cooking, enjoys to prepare pizza.
27. (A) My grandmother is the most remarkable person of all the persons I have ever met.
(B) Of all the persons I have ever met, my grandmother is the most remarkable one.
(C) Of all the persons I have ever met, the most remarkable one is my grandmother.
(D) Of all the persons I have ever met, the most remarkable one is my grandmother.
28. (A) Start the motor, and then you should remove the blocks.
(B) Start the motor, and then remove the blocks.
(C) Start the motor, then removing the blocks.
(D) Start the motor, and then the blocks should be removed.
29. (A) although he is eccentric, he is a genius and wants recognition.
(B) although he is eccentric, he is a genius although he wants recognition.
(C) his is a genius although he is eccentric and although he wants recognition.
(D) Although he is eccentric and wants recognition, he is a genius.
30. (A) If she was to decide to go to college, I, would recommend that she plan to go to Yale.
(B) If she were to decide to go to college, I, would recommend that she plan to go to Yale.
(C) Had she decided to go to college, I, would recommend that she plan to go to Yale.
(D) In the event that she decides to go to college, I, would recommend that she plans to go to Yale.



CORRECTION TOPIC TEST. 8

Choose the correct option A, B, C, D.

1. (A) The smaller firms sold either on a price or quality of workmanship basis.
(B) The smaller firms either sold on a price or quality of workmanship basis.
(C) The smaller firms sold either a price or a quality of workmanship basis.
(D) The smaller firms sold on either a price or quality of workmanship basis.
2. (A) The matter was referred back as the solution to the problem was different from the earlier.
(B) The matter, referred as the solution to the problem, was different from the earlier.
(C) The matter was referred back as the solution to the problem was different than the earlier.
(D) The matter was referred back as the solution to the problem was different than the earlier.
3. (A) Irregardless of the consequences, the police officer was forbidden from making any pinches.
(B) Irregardless of the consequences, the police officer was forbidden from making any arrests.
(C) Regardless of the consequences, the police officer was forbidden to make any pinches.
(D) Regardless of the consequences, the police officer was forbidden to make any arrests.
4. (A) Tom, Who read the book carefully and having taken extensive notes felt confident.
(B) Reading the book carefully and taking extensive notes. Tom felt confident.
(C) Having read the book carefully and extensive notes having been taken. Tom felt confident.
(D) Because he had read the book carefully and taken extensive notes, Tom felt confident
5. (A) He has not only violated the law, but also he has escaped punishment.
(B) He has violated not only the law, but also he has escaped punishment.
(C) He has violated not only the law, but also he has escaped punishment also.
(D) He has not only violated the law, but also escaped punishment.
6. (A) Ideally, the fan should be placed in a different room than the one you want to cool.
(B) Ideally, the fan had ought to be placed in a different room from the one you want to cool.
(C) Ideally, the fan should be placed in a different room from the one you want to cool.
(D) Ideally, the fan had ought to be placed in a different room than the one you want to cool.
7. (A) After viewing both the movies, john agreed that the first one was the best of the two.
(B) After viewing both the movies, john agreed that the first was the best of the two.
(C) After viewing both the movies, John agreed that the first one was the better of the two.
(D) After viewing both the movies, john agreed that of the two the better one was the first.
8. (A) Poor product quality angers Bob, who wonders if it is a-part of a strategy by manufactures.
(B) Poor product quality angers Bob, who wonder if manufactures part of strategy.
(C) Poor product quality angers Bob, that wonders if it is part of a strategy by manufactures.
(D) Poor product quality angers Bob, wondering if this is part of a strategy by manufactures.



9. (A) He noted the dog's soft hair, strong legs and keen sense of smell.
(B) He noted the dog's soft hair, strong legs and that his sense of smell was keen.
(C) He noted the dog's soft hair, and that his legs were strong the sense of smell was keen.
(D) He noted the dog's soft hair, and that his legs were strong and smell was keen.
10. (A) Having bowed our heads, the minister led us in prayer.
(B) After we had bowed our heads, the minister led us in prayer.
(C) After we bowed our heads, the minister leads us in prayer.
(D) After we had bowed our heads, the minister led us in prayer.
11. (A) She seldom ever wants to try and face the facts.
(B) Seldom ever wants to try to face the facts.
(C) Seldom wants to try and face the facts.
(D) She seldom wants to try to face the facts.
12. (A) The president's talk was directed toward whomever was present.
(B) The president's talk was directed toward whoever was present.
(C) The president's talk was directed at who was present.
(D) The president's talk was directed at whomever was present.
13. (A) More than any animal, the wolverine exemplifies the unbridled ferocity.
(B) More than any other animal, the wolverine exemplifies the unbridled ferocity.
(C) More than another animal, the wolverine exemplifies the unbridled ferocity.
(D) Unlike any animal, the wolverine exemplifies the unbridled ferocity.
14. (A) Uranium salts emitted penetrating radiations similar to those which Roentgen produced.
(B) Uranium salts emitted penetrating radiations like those which Roentgen produced.
(C) Uranium salts emitted penetrating radiations similar to those that Roentgen had produced.
(D) Uranium salts emitted penetrating radiations similar to them that Roentgen produced.
15. (A) Unless they reverse present policies immediately, the world may suffer permanent damage.
(B) Unless present policies are reversed immediately, the world may suffer permanent damage.
(C) Unless present policies will be reverse immediately, the world may suffer permanent damage.
(D) If it will not reverse present policies immediately, the world may suffer permanent damage.
16. (A) He interviewed several candidates who, he thought, had the experience.
(B) He interviewed several candidates whom he thought had the experience.
(C) He interviewed several candidates of whom he thought had the experience.
(D) He interviewed several candidates he thought who had the experience.
17. (A) We know about the racial segregation, injustice, and whether a defendant has a right to counsel.
(B) We know about the racial segregation, injustice, and if a defendant's has a right to counsel.
(C) We know about the racial segregation, injustice, and the right of a defendant to council.
(D) We know about the racial segregation, injustice, and a defendant's right to counsel.



18. (A) The reason we are late is due to the fact that the bus as delayed by heavy traffic.
(B) The reason we are late is because the bus was delayed by heavy traffic.
(C) The reason we are late is that the bus was delayed by heavy traffic.
(D) The reason we are late is due to the fact that heavy traffic delayed the bus.
19. (A) Before starting diet and exercise, it is advisable to have a consultation with your physician.
(B) Before starting diet and exercise, a physician consultation is advisable.
(C) Before starting diet and exercise, a consultation with your physician is necessary.
(D) Before starting diet and exercise, you should consult your physician.
20. (A) A conjunction is used to connect words and sentences together.
(B) A conjunction is used to connect words or sentences together.
(C) A conjunction is used to connect words and sentences.
(D) A conjunction is used to connect words or sentences.
21. (A) The white flag generated as much relief on the victor's side than it did on the vanquished.
(B) The white flag generated as much relief among the victors as among the vanquished.
(C) The white flag generated as much relief on the victor's side as it did on the vanquished's.
(D) The white flag generated relief both on the victor's side as well as on the vanquished's.
22. (A) It is demand that we not only cut wages and prices but also reduce inflation.
(B) It is demand not only cutting wages and prices but also to reduce inflation.
(C) It is demand not only to cut wages and prices but also to reduce inflation.
(D) It is demand not only a cut in wages and prices but also to reduce inflation.
23. (A) Legislative effectiveness, in theory makes good sense in actually however they are sometimes difficult to enforce.
(B) Legislative effectiveness, in theory makes good sense in actually however it is difficult to enforce them.
(C) Legislative effectiveness, in theory makes good sense in actually; however, laws are sometimes difficult to enforce.
(D) Legislative effectiveness, in theory makes good sense in actually however it is sometimes difficult to enforce laws.
24. (A) Fame as well as fortune was his goals in life.
(B) Fame as well as fortune were his goals in life.
(C) Fame and fortune were his goals in life.
(D) Fame also fortune were his goals in life.
25. (A) The explorer's search for the abandoned mine site was a success.
(B) The success of explorer's search for the abandoned mine site was a successful.
(C) The explorer succeeded in finding the abandoned mine site.
(D) The search by the explorer for the abandoned mine site was a successful.



26. (A) Poetry has the power of exciting sympathy and the power to give novelty.
(B) Poetry has the power of exciting sympathy and the ability to give novelty.
(C) Poetry has the power of exciting sympathy and the power to bestow novelty.
(D) Poetry has the power of exciting sympathy and the power of giving novelty.
27. (A) It has gone hand in hand and has offered incentives for such thing as personal initiative.
(B) It has gone hand in hand with and has offered incentives for such thing as personal initiative.
(C) It has gone hand in hand with and has offered incentives for such thing.
(D) It has gone hand in hand and has offered incentives such as personal initiative.
28. (A) My objection to him taking part in it is based on my belief that he is not a disinterested party.
(B) My objection to his taking part in it is based on my belief that he is not an uninterested party.
(C) My objection to him taking part in it is based on my belief that he is not an uninterested party.
(D) My objection to his taking part in it is based on my belief that he is not a disinterested party.
29. (A) Of the two candidates, she is the most qualified because of her experience in the field.
(B) Of the two candidates, she is the most qualified due to her experience in the field.
(C) Of the two candidates, she is the more qualified due to her experience in the field.
(D) Of the two candidates, she is the more qualified because of her experience in the field.
30. (A) If anyone calls, tell them that I will return their call after the meeting.
(B) If anyone calls, tell him to her that I will return their call after the meeting.
(C) If anyone calls, tell them that I would return their call after the meeting.
(D) If anyone calls, tell the person that I will return the call after the meeting.



CORRECTION TOPIC TEST. 9

Choose the correct option A, B, C, D.

1. (A) Neither the earthquake or the subsequent fire was able to destroy the city.
(B) Neither the earthquake nor the subsequent fire were able to destroy the city.
(C) Neither the earthquake or the subsequent fire were able to destroy the city.
(D) Neither the earthquake nor the subsequent fire was able to destroy the city.
2. (A) This country always has and always will try to honor its commitments.
(B) This country has always and will always try to honor its commitments.
(C) This country always has tried and always will try to honor its commitments.
(D) This country has always tried to honor and will always its commitments.
3. (A) They contain almost twice as much of the pesticide DDT this year than they did last year.
(B) They contain almost twice as much of the pesticide DDT this year more than they did last year.
(C) They contain almost twice as much of the pesticide DDT this year as they did last year.
(D) They contain almost twice as much of the pesticide DDT this year than they had contained last year.
4. (A) I know her early years, her desire to become an actress, and how she made her debut on the stage.
(B) I know her early years, her desire that she become an actress, and how she made her debut on the stage.
(C) I know her early years, her desire to become an actress, and her debut on the stage.
(D) I know her early years, her desire that she become an actress, and her debut on the stage.
5. (A) Antony, coming alongside Cleopatra's ship, climbed aboard without seeing or being seen by her.
(B) Antony, coming alongside Cleopatra's ship, climbed aboard without seeing Cleopatra or being seen by her.
(C) Antony, coming alongside Cleopatra's ship, climbs aboard without Cleopatra seeing him.
(D) Antony, coming alongside Cleopatra's ship, boarded without being seen by her.



6. (A) The desktop computer has revolutionized office procedure more than any machine of modern times.
(B) The desktop computer has revolutionized office procedure more than has any machine of modern times.
(C) The desktop computer has revolutionized office procedure more than any other machine of modern times.
(D) The desktop computer has revolutionized office procedure more than has any other machine of modern times.
7. (A) You taking a loan to buy a car annoyed father.
(B) Your taking a loan to buy a car aggravated father.
(C) You taking a loan to buy a car irritated father.
(D) Your taking a loan to buy a car annoyed father.
8. (A) There is a federal law and a provincial law that are each valid and consistent.
(B) There are a federal law and a provincial law that are each valid and consistent.
(C) There are a federal law and a provincial law both of which are each valid and consistent.
(D) There is a federal law and a provincial law both of which are each valid and consistent.
9. (A) I would like to thank whoever it was that wrote that piece of advice.
(B) I would like to thank whomever it was that has written that piece of advice.
(C) I would like to thank whomever it might be that wrote that piece of advice.
(D) Whoever it was that wrote that piece of advice, I would like to thank.
10. (A) Blake is among those who critics think significant in the history of both art and literature.
(B) Blake is among those whom critics think significant in the history of both art and literature.
(C) Blake is among those whom critics think significant both in the history of art and literature.
(D) Blake is among those who critics think significant both in the history of art and literature.
11. (A) Denim jeans were originally worn not as a fashion statement as for them being practical work clothes.
(B) Denim jeans were originally worn not so much as a fashion statement but for their being practical work clothes.
(C) Denim jeans were originally worn not so much as a fashion statement but for being practical work clothes
(D) Denim jeans were originally worn not so much as a fashion statement as for their being practical work clothes.



12. (A) Giotto cannot scarcely be considered the equal of such masters as Leonardo and Raphael.
(B) Giotto can scarcely be considered the equal of such masters as Leonardo and Raphael.
(C) Giotto cannot hardly be considered the equal of such masters as Leonardo and Raphael.
(D) Giotto cannot scarcely be considered to be the equal of such masters as Leonardo and Raphael.
13. (A) Although the theory was not accepted until 1950, the basic concept had been described in 1620.
(B) Although the theory was not accepted until 1950, the basic concept was described in 1620.
(C) Although the theory was not accepted until 1950, the basic concept has been described in 1620.
(D) Although the theory had not been accepted until 1950, the basic concept has been described in 1620.
14. (A) Writing a beautiful sonnet is as much an achievement as to finish a 400-page novel.
(B) Writing a beautiful sonnet is as much an achievement as it is to finish a 400-page novel.
(C) Writing a beautiful sonnet is as much an achievement as finishing a 400-page novel.
(D) Writing a beautiful sonnet is as much an achievement as if you finished a 400-page novel.
15. (A) Anyone can find a job if you learn the basic coding languages.
(B) Anyone can find a job if you will learn the basic coding languages.
(C) Anyone can find a job by the study of the basic coding languages.
(D) Anyone can find a job by studying the basic coding languages.
16. (A) During 2007, the number of accidents on our highways increased markedly.
(B) During 2007, the amount of accidents on our highways increased markedly.
(C) During 2007, there were less accidents on our highways.
(D) During 2007, there were a fewer amount of accidents on our highways.
17. (A) I've studied the works of Shaw not only for their plots but because they are also very witty.
(B) I've studied the works of Shaw not only for their plots but for their wit also.
(C) I've studied the works of Shaw not only for their plots but because they are very witty also.
(D) I've studied the works of Shaw not only for their plots but also for their wit.



18. (A) The noise at the airport was deafening, which made conversation difficult if not impossible.
(B) The noise at the airport was deafening, and it made conversation difficult if not impossible.
(C) The deafening noise at the airport made conversation difficult if not impossible.
(D) The airport noise was deafening, which made conversation difficult if not impossible.
19. (A) Inflation has not and, we hope, never will reach a rate of 20 percent a year.
(B) Inflation has not reached and, we hope, never will a rate of 20 percent a year.
(C) Inflation has not and hopefully never will reach a rate of 20 percent a year.
(D) Inflation has not reached and, we hope, never will reach a rate of 20 percent a year.
20. (A) Each were required to reapply for the grant the following year.
(B) Each were required, the following year, to reapply for the grant.
(C) Each was required to reapply for the grant the following year.
(D) Both were required to reapply, the following year, for the grant.
21. (A) He has showmanship, good looks, and being able to seem eloquent while saying nothing.
(B) He has showmanship, good looks, and the ability to seem eloquent while saying nothing.
(C) He has showmanship, good looks, and having eloquence while saying nothing.
(D) He has showmanship, good looks, and a certain eloquence while saying nothing.
22. (A) Anyone who would speak with authority on the poets must have a broad acquaintance.
(B) If one would speak with authority on the poets must have a broad acquaintance.
(C) He which would speak with authority on the poets must have a broad acquaintance.
(D) Anyone desirous of speaking with authority on the poets must have a broad acquaintance.
23. (A) Neither her nor the Dean were willing to veto the curriculum change.
(B) Neither she nor the Dean was willing to veto the curriculum change.
(C) Neither her nor the Dean wished to veto the curriculum change.
(D) Neither she or the Dean was willing to veto the curriculum change.
24. (A) A broad range of opinions was represented between the various members.
(B) Broad range of opinions were represented between the various members.
(C) A broad range of opinions had been held by the various members.
(D) A broad range of opinions was represented among the various members.



25. (A) The new gasoline rationing plan was announced by the Governor.
(B) The Governor's new gasoline rationing plan was announced.
(C) The new gasoline rationing plan of the Governor was announced.
(D) The Governor announced the new gasoline rationing plan.
26. (A) Mario had already swum five laps when I jumped into the pool.
(B) Mario already swam five laps when I jumped into the pool.
(C) Mario already swam five laps when I had jumped into the pool.
(D) Mario had already swum five laps when I had jumped into the pool.
27. (A) Despite of their opposition, no one of the dozens of nonunion workers were willing.
(B) In spite their opposition, no one of the dozens of nonunion workers were willing.
(C) Despite of their opposition, no one was willing form among the dozens of nonunion worker.
(D) Despite their opposition, no one from among the dozens of nonunion workers was willing.
28. (A) George's poetry is regarded as equal in quality, though less influential than the works of Donne.
(B) George's poetry is regarded as equal in quality to, though less influential than the works of Donne.
(C) George's poetry is regarded as qualitatively equal, though less influential than the works of Donne.
(D) George's poetry is regarded as equal in quality, though less influential then works of Donne.
29. (A) If it is the present administration whom we should blame for the economic crisis.
(B) If it is the present administration whom is to blame for the economic crisis.
(C) If it is the present administration who we should blame for the economic crisis.
(D) If it is the present administration who should be blamed for the economic crisis.
30. (A) Despite of it's being smaller in size than are old engines; the new engine can still deliver.
(B) In spite its' being smaller than old engines, the new engine can still deliver.
(C) Although smaller than old engines, the new engine can still deliver.
(D) Despite it's size relative to old engines, the new engine can still deliver.



CORRECTION TOPIC TEST-10

Choose the correct option A, B, C, D.

1. (A) Seventy four applications were received, of whom the better were selected.
(B) Seventy four applications were received, from which were selected the better.
(C) Seventy four applications were received, the best of which were selected.
(D) Seventy four applications were received, from whom were selected the best.
2. (A) If the government had had no fear of the public, Nawaz's tactics would have failed.
(B) If the government did not fear of the public, Nawaz's tactics would have failed.
(C) Had he government did not have fear of the public, Nawaz's tactics would have failed.
(D) If the government did not have fear of the public, Nawaz's tactics would have failed.
3. (A) The official imposition, with its effects, illustrate the dangers of govt. interference with science.
(B) The official imposition with it's effects illustrate the dangers of govt. interference with science.
(C) The official imposition with its effects illustrates the dangers of govt. interference with science.
(D) The official imposition with its' effects illustrate the dangers of govt. interference with science.
4. (A) Costs have increased less by increases in the salaries than by increases in the expenditures.
(B) Costs have increased less by increases in the salaries from the expenditures.
(C) Costs have increased less by increases in the salaries but by increases in the expenditures.
(D) Costs have increased less by increases in the salaries and more by increases in the expenditures.
5. (A) The pres secretary announced that neither himself nor the president would be available.
(B) The pres secretary announced that neither he or the president was available.
(C) The pres secretary announced that neither he nor the president would be available.
(D) The pres secretary announced that he and the president will not be available.
6. (A) The board receives all complaints, weighs the evidence and then it decides an inquiry.
(B) The board receives all complaints, weighs the evidence and then decide an inquiry.
(C) The board receive all complaints, weighs the evidence and then it an inquiry.
(D) The board receives all complaints, weighs the evidence and then decides an inquiry.
7. (A) He was a great nobleman's son.
(B) He was a noble man's great son.
(C) He was a great son of noble man.
(D) He was a great son's noble man.
8. (A) Driving to Litchfield, the freezing rain made the road slippery and hazardous.
(B) While we drove to Litchfield, the freezing rain made the road slippery and hazardous.
(C) To drive to Litchfield, the freezing rain made the road slippery and hazardous.
(D) We drove to Litchfield, and the freezing rain made the road slippery and hazardous.



9. (A) How does it sound? "Dear children it was yesterday" a line from Matthew's poem.
(B) How does it sound? "Dear children, was it yesterday" a line from Matthew's poem.
(C) How does it sound? "Children dear, was it yesterday," a line from Matthew's poem.
(D) How does it sound? "Dear children, it was yesterday" a line from Matthew's poem.
10. (A) The king, fearless and resolute, advanced.
(B) The fearless king, resolute advanced.
(C) The fearless king and resolute advanced.
(D) The king which was fearless and resolute advanced.
11. (A) He was a man fertile in resources.
(B) He was fertile man in resource.
(C) He being a fertile man in resources.
(D) A man in resources fertile he was.
12. (A) We pray five times to Almighty God.
(B) We pray five times to God Almighty.
(C) We pray to God Almighty five times a day.
(D) God Almighty is to be prayed five times.
13. (A) The ship is slowly going.
(B) The ship, slowly, is going.
(C) Slowly, the ship is going.
(D) The ship is going slowly.
14. (a) He does carefully his work.
(b) He, carefully does his work.
(c) Carefully, he does hid work.
(d) He does his work carefully.
15. (A) Next week, they 're gonna to be married.
(B) They're next week, gonna to be married.
(C) They're gonna be married next week.
(D) They, next week, are gonna to be married.
16. (A) Often, I have told him neatly.
(B) I have often told him neatly.
(C) I have told him often neatly.
(D) I often have told him neatly.
17. (A) He spoke last night at the meeting earnestly.
(B) He, earnestly, spike at the meeting last night.
(C) He spoke earnestly at the meeting last night.
(D) Last night he spoke earnestly at the meeting.



18. (A) He is always at home on Sundays.
(B) On Sundays he is usually at home.
(C) He always is at home on Sundays.
(D) Always he is on Sundays at home.
19. (a) He was very rash to interrupt.
(b) He was too rash to interrupt.
(c) He was enough rash to interrupt.
(d) He was rash enough to interrupt.
20. (A) He does always come late.
(B) He always does come late.
(C) Always, he does, come late.
(D) He does come always late.
21. (A) "When will you write me? "but, I already have written you."
(B) "When will you write me? but, I've already written you.
(C) "When will you write me? but, already I've written you.
(D) "When will you write me? but, I've written you already.
22. (A) He only has slept for three hours.
(B) He has slept only three hours.
(C) Only, he has slept three hours.
(D) He has only three hours slept.
23. (A) The soup, in large mugs, was serve to the hungry campers.
(B) In large mugs, the soup was served to the hungry campers.
(C) The soup was served in large mugs to the hungry campers.
(D) They, in the large mugs, soup was served.
24. (A) Sharon reads music at night better than he.
(B) Sharon reads music at night better than that of he.
(C) Sharon reads music at night better than he does.
(D) Sharon reads music at night best of him.
25. (A) I regret to report that neither of the microphones appear to be in working order.
(B) I regret to report that none of the both microphones appear to be in working order.
(C) I regret to report that neither of the both microphones appears in a working order.
(D) I regret to report that neither of the to microphones appears in working order.
26. (A) She has a frozen smile on her face, which helps us to understand her mood.
(B) She has a frozen smile on her face which helps us to understand her mood.
(C) She has a frozen smile on her face, This helps us to understand her mood.
(D) She has a frozen smile on her face, a characteristic which helps us to understand her mood.



27. (A) Every book and magazine in the law library have been processed for borrowing.
(B) Every book and magazine in the law library has been processed for borrowing.
(C) Every book and magazine in the law library they processed for borrowing.
(D) Every book and magazine in the law library were processed for borrowing.
28. (A) Some members of the concern take their vacation in the fall.
(B) Some of the members of the concern take their vacation in the fall.
(C) Some members of the concern prefer to take their vacation in the fall.
(D) Some employees prefer fall vacation.
29. (A) He is sensitive, well educated and has a wonderful sense of proportion.
(B) He is sensitive, well educated and well-proportioned. •
(C) He is sensitive, well educated; and has a wonderful sense of proportion.
(D) He is sensitive, well educated and able to see things in proper perspective.
30. (A) The dissident students not only demanded complete syllabus but also the guess papers.
(B) The dissident students were not only demanding complete syllabus but also the guess papers.
(C) The dissident students demanded not only complete syllabus but also the guess papers.
(D) The dissident students were asking not only for complete syllabus but also the guess papers.



SENTENCE COMPLETION TOOLS

INTRODUCITON TO THE TOPIC

Keeping in view the sentence completion questions, we may say that the purpose of sentence completion questions is to build up vocabulary and logical reasoning. In the sentence completion questions, the logic based completion seems difficult but as such it is not so and with the help of the following techniques, the students may well approach this type of sentence completion.

ANATOMY OF QUESTION

Directions: A sentence is left blank from one place or two places followed by four options. Choose the option that best completes the sentence.

Model Example:

In contrast to the previous night's noise, this was very _____ night.

☐ A fervent

☐ B happy

☐ C gloomy

☐ D calm

KINDS OF QUESTIONS

There are three kinds of sentence completion:

1	Sentence completion logic based.
2	Sentence completion vocabulary based.
3	Sentence completion grammar based.

**1 CONTRAST SIGNALS**

Try to find words and phrases that show contrast between them. It is very easy to complete the contrast signal sentences in which two words have been omitted. This is because in each option there will be two words and students are advised to choose two such words as are opposite to each other.

Following is the list of contrast signal:

Although, despite, in spite of, but, however, even though, on the contrary, in contrast, nevertheless, nonetheless, on the other hand, rather than, still, yet.

1 In contrast to the previous night's noise, this was very _____ night.

A fervent

B happy

C gloomy

D calm

EXPLANATION

The presence of contrast signal **in contrast** indicates that the answer will be antonym to **noise**, that is '**calm**'

2 CAUSE AND EFFECT

In this kind of sentence completion questions sometimes cause is mentioned but its effect is omitted and the students are required to draw the logical effect of previously mentioned action.

2 His story was so heartrending that we all started _____

A laughing

B mocking

C weeping

D avoiding



EXPLANATION

Heartrending is a cause and about logical effect of heartrending things we are all well aware; its effect is weeping. Hence (c) option is the best answer.

3

PLACING AND REPLACING

If you can't understand which option best completes the sentence, go on using the given options one by one and use the option that best makes the sense.

3 Because he saw no ____ to the task assigned him, he worked at it in a very ____ way.

A system ... function

B method ... dutiful

C point ... careless

D purpose ... diligent

4

EXCLUDING THE OPTIONS

Go on excluding the options that make no sense hence you get the most appropriate option.

4 The ____ room had not been used over many years.

A wide

B empty

C decorated

D attached

EXPLANATION

Quite obviously the room that has not been used over many years has nothing to do with wide, decorated or attached.



5

DEFINING CHARACTERISTICS

Sometimes the definition of some word is written and the students are asked to find the word whose definition has been given.

5 The chemist tried to produce _____ that could cure all the diseases.

A symptom

B medicine

C injection

D panacea

EXPLANATION

By definition **panacea** is the thing that is supposed to cure all diseases.

6

KEY WORDS

Try to find out the key words or phrases that clearly indicate the option that best complete the sentence.

6 Because his time was limited, Weng decided to read the _____ novel
War and Peace in _____ edition.

A word ... an unedited

B lengthy ... an abridged

C famous ... a modern

D romantic ... an autographed

EXPLANATION

Answer:

(B) is the best answer because when we have **limited time**, we do **lengthy things** in an **abridged (short) forms**.



7

THINK OF A THE WORD THAT MAKES A COMMON SENSE

Before you look at the given choices, think of some words that make a sense. Then look at the given choices. If the word you thought is same or similar to any of the choices given, select it as your answer

7

They tried to test the rat's ____; to see how the rate adjusted to the changing conditions.

A

reflection

B

adaptability

C

stamina

D

sociability

8

BEWARE OF EYE CATCHERS

Be suspicious of the answer choice that comes too easily. This type of choice leads you toward guessing the wrong choice. This type of choice is called eye catcher and generally choice (A) is the eye catcher. But, it does not mean that choice (A) can never be your answer. Eye-catcher are the words that somehow come to mind immediately after reading the sentence.

8

Physical laws do not force bodies to act in a specific way, but merely _____ how they do behave.

A

determine

B

describe

C

commence

D

demand



9

BEWARE OF NEGATIVE WORDS AND NEGATIVE PREFIXES

Following are some negative

- i) The damage to the car was insignificant (Don't worry about It. It is not a matter of worry)
- ii) The damage to the car was not insignificant. (Yes, Now, This is matter of concern)

9

He was not _____ person because he did not make many public addresses. But those he made were memorable.

A

a reticent

B

an inspiring

C

an elegant

D

an arrogant

10

CLUES WITH REFERENCE TO THE CONTEXT

If a word left in the sentence is unfamiliar, or if an answer choice is unknown to you, look at its context in the sentence. Often, it so happens that the author uses an unfamiliar word and then immediately defines it within the same sentence.

10

The _____ of Queen impressed the leaders to have the ability to read their thought.

A

sybiosis

B

malevolence

C

punctiliousness

D

consternation

11

DOUBLE BLANK SENTENCES

In a sentence completion question with two blanks, go through the answers, testing the first word then the second word in each choice. Eliminate those that don't fit well.

11

The author weakened his point of view by allowing prejudices to _____ his other wise _____ scholarship.

A

supporter...Superior

B

cloud...unfocused

C

compromise...Judicious

D

confirm...exhaustive



12

TOOL FOR GUESSING THE UNFAMILIAR WORDS

Answering sentence completion question also needs the meanings of difficult words. This can be helped through different vocabulary development methods. The following is the description of some of them.

1. (COMMAS, HYPHEN, BRACKET)

In a definition, the author restates a word to clarify its meanings. The part of sentence separated by commas, hyphens and brackets are used to explain the difficult words written before them.

1	The rebec, an instrument played with a bow, has only there strings.
2	Paleontologist, students of remains, explore the earth's history.
3	Most mammals are quadrupeds (four – footed animals)

THE VERB "TO BE" AS AN EXPLANATORY EXPRESSION

1	A Stoic is a person who is indifferent to pain or pleasure.
2	A three-pronged spear is called a trident .

Note:

Often an unfamiliar word in word part of a sentence will be defined in the other part of the sentence.

1	This is a lethal weapon; your friend nearly killed me with it.
2	The early morning water had frozen and every thing was covered with a thin coat of rime .

CONTRAST SIGNAL WORDS

- i. Although America's total Vietnamese population is **minuscule**, the number of students attending universities is surprising by **high**.
- ii. Marriage has many pains **but** celibacy has no pleasure.
In place of complacency, I gave you unrest.



SOLVED EXERCISE NO. 1

1. Today Wegener's theory is ____; however, he died an outsider treated with ____ by the scientific establishment.
- (A) unsupported --approval
(B) dismissed -contempt
(C) accepted -approbation
(C) unchallenged -disdain

EXPLANATION:

(D) Clue: 'however' indicates a contradictory statement, and therefore we need opposite ideas in the two halves of the sentence. So, Wegener's theory is unchallenged (everyone accepts it); however he was treated with disdain (contempt). Also the word 'outsider' in the sentence indicates that the second blank will have to be a negative word.
(approbation = approval; reverence = respect)

2. Each occupation has its own ____; bankers, lawyers and computer professionals, for example, all use among themselves language which outsiders have difficulty in following.
- (A) merits
(B) disadvantages
(C) rewards
(D) jargon

EXPLANATION:

(D) Clue: The second half of the sentence is talking about language, and it is amplifying what has been said before the semicolon. Therefore, the first blank needs to be about language and 'jargon' is specialized language used in a profession.

3. Many people at that time believed that spices help preserve food; however, Hall found that many marketed spices were ____ bacteria, moulds and yeasts.
- (A) devoid of
(B) teeming with
(C) improved by
(D) destroyed by

EXPLANATION:

(B) Clue: 'However' indicates that the first part of the sentence is contradicted by the second. Therefore, if people once believed that spices preserved food, then the person mentioned found that spices did not preserve food, and in fact the spices were teeming (full of) bacteria etc. that could destroy the food.

4. If there is nothing to absorb the energy of sound waves, they travel on ____, but their intensity ____ as they travel further from their source.
- (A) erratically - mitigates
(B) eternally ---- alleviates
(C) forever - increases
(D) indefinitely - diminishes

EXPLANATION:

(D) Clue: 'but' indicates something contradictory. So, if the waves are not absorbed they travel on indefinitely (apparently for ever), but the intensity gets less (diminishes) as they travel away. Remember, the sentence has to make the best sense, so saying that sound intensity increases as the waves travel is counter to common sense.
(erratically = not constantly; alleviates = makes less severe)



5. The intellectual flexibility inherent in a multicultural nation has been _____ in classrooms where emphasis on British-American literature has not reflected the cultural _____ of our country.
- (A) eradicated - unanimity (B) encouraged - aspirations
(C) stifled - diversity (D) thwarted --- uniformity

EXPLANATION:

(C) Clue: Try to understand the overall meaning here. The emphasis on one type of literature (British-American) has not reflected the differences (diversity) in our country, which is multicultural. And so the flexibility in our culture has been reduced or suppressed (stifled).

(eradicated = wiped out; unanimity = consensus, agreement; aspirations = hopes; thwarted = prevented, inculcate = instill)

6. In the Middle Ages, the _____ of the great cathedrals did not enter into the architects' plans; almost invariably a cathedral was positioned haphazardly in _____ surroundings.
- (A) situation ---incongruous (B) location - apt
(C) ambience - salubrious (D) durability - convenient

EXPLANATION:

(a) Clue: The semicolon indicates that the second part of the sentence expands on the first part. So, the second part tells us we are talking about the position, or situation of a cathedral. And since the first part tells us that architects did not pay attention to situation, the cathedral was positioned randomly in odd (incongruous) surroundings.

(incongruous = not matching, odd; apt = suitable; ambience = atmosphere, environment; grandiose = on a grand scale)

7. Unwilling to admit that they had been in error, the researchers tried to _____ their case with more data obtained from dubious sources.
- (A) ascertain (B) buttress
(C) refute (D) absolve

EXPLANATION:

(B) Clue: The researchers were unwilling to admit that they were wrong. Therefore they would try to support (buttress) their arguments.

(ascertain = find out; refute = prove wrong; absolve = forgive)

8. Archaeology is a poor profession; only _____ sums are available for excavating sites and even more _____ amounts for preserving the excavations.
- (A) paltry -----meager (B) miniscule - substantial
(C) average - augmented (D) judicious - penurious

EXPLANATION:

(a) Clue: The part after the semicolon expands upon the first part of the sentence. So, since the first part tells us that there is no money in archaeology, then there will only be small (paltry) amounts for excavating. Also 'even more' indicates that another similar word is required. Thus, meager also means small.

(miniscule = tiny; augmented = increased; judicious = wise, just; penurious = poor)



9. After grafting there is a ____ of lymphocytes in the lymph glands; the newly produced lymphocytes then move in to attack the foreign tissue.
- (A) diminution (B) proliferation
(C) obliteration (D) paucity

EXPLANATION:

(B) Clue: The semicolon indicates that the second part of the sentence amplifies the first. Also the second part states that the lymphocytes are 'newly produced'. So, we infer that there is a production (proliferation) of these cells in the glands.

(diminution = decrease; proliferation = growing and multiplying; obliteration = wiping out; paucity = shortage)

10. One ____ the new scheme is that it might actually ____ just those applicants that it was intended to encourage.
- (A) highlight of - stimulate (B) feature of ---- attract
(C) Problem with - induce (D) drawback of - daunt

EXPLANATION:

(D) Clue: Try to understand the logic of the sentence. The new scheme might actually do something to 'put off' (daunt), the applicants that it was intended to encourage. The word 'intimidate' would also have been suitable for the second blank, but its partner 'attraction' cannot be right...we do not want a positive word for a negative feature.

(stimulate = encourage = induce; daunt = intimidate = put off)

11. In their day to day decision making, many senior managers do not follow the rational model favored by orthodox management experts, but rather rely on intuitive processes that often appear ____ and ____.
- (A) cerebral -- considered (B) heretical --- judgmental
(C) conscientious - logical (D) irrational - iconoclastic

EXPLANATION:

(D) Clue : The 'but rather' construction indicates an opposite. Since they do not follow a rational model, we infer that they must seem irrational. Also, since they do not follow the orthodox, they must be unorthodox (iconoclastic). Note that 'and' usually links words with similar values (both positive or both negative etc.)

(cerebral = concerned with thinking; heretical = opposed to orthodoxy = iconoclastic; capricious = whimsical, fickle)

12. His characteristically __ views on examination methods at university level have aroused ____ in those who want to introduce innovative and flexible patterns of assessment.
- (A) hidebound - antagonism (B) moderate ----anger
(C) reactionary - admiration (D) rigid ----- support

**EXPLANATION:**

(a) Clue: Follow the logic. If his views are flexible the people who want flexible methods will approve. But, if his views are rigid the same people will oppose them. Hence, the best fit comes with hidebound (rigid) and antagonism (hostility).
(reactionary = ultraconservative; accommodating = flexible).

13. Our grandfather was an entertaining ____; he used to ____ us with marvelous anecdotes that we, in our childlike simplicity, accepted unquestioningly.
- (A) rascal ---- bore (B) orator - intimidate
(C) raconteur - regale (D) curmudgeon - surprise

EXPLANATION:

(C) Clue: Grandfather used to tell stories (anecdotes). He was also entertaining. So, the best answer will be that he was a raconteur (teller of stories) who regaled (entertained) the children.

(orator = good speaker; curmudgeon = grumpy person; tyrant = harsh ruler)

14. As were many colonial administrators, Gregory was ____ in his knowledge of the grammar of the local language, though his accent was ____.
- (A) deficient ---- poor (B) competent - adequate
(C) faultless - awful (D) well-versed - effective

EXPLANATION:

(C) Clue: 'though' indicates the need for opposites. Therefore, we say that he was faultless (perfect) in his grammar, though his accent was awful. [This is the only pair of opposites.]

(erratic = unpredictable; eccentric = odd)

15. Though Adam Bede is presented to us by the author as ____ fiction, there are none of the life-like meanderings of the story of Amos Barton.
- (A) realistic (B) romantic
(C) imaginative (D) educational

EXPLANATION:

(a) Clue: 'Though' indicates the need for opposites in the two halves of the sentence. Also, 'life-like' indicates realistic is the word needed. The sentence means that, though there are no life-like meanderings, the work is presented as realistic fiction. [Note that to get the meaning out of the sentence it sometimes helps to turn the parts around.]

16. Homo sapiens, the proud splitter of the atom, inventor of the electronic computer, ____ of the genetic code may be humbled by a lowly ____ of the sewers and soils - the microbe.
- (A) designer ---- inhabitant (B) discoverer - rodent
(C) writer - organism (D) decipherer - denizen

**EXPLANATION:**

(D) Clue: The first blank requires something that conveys what man has done to the genetic code – the only two suitable words are ‘discoverer’ or ‘decipherer’. But since a microbe is not a rodent, we can eliminate that pair.

(rodent = animal like a rat or mouse; decipherer = someone who decodes; denizen = inhabitant)

17. The threat of war, far from __, lay heavily in the air, and the villagers, while __ going about their normal activities, were unable to shake off the feeling of impending catastrophe.
- (A) receding -- ostensibly (B) diminishing - contentedly
(C) increasing - apparently (D) escalating - joyfully

EXPLANATION:

(a) Clue: ‘Far from’ indicates that an opposite point is being made. So, since there is a feeling of impending catastrophe the threat of war is far from getting less. This indicates that ‘receding’, ‘diminishing’, or ‘subsiding’ might be suitable. We can eliminate these last two since their partner words ‘contentedly’ and ‘feliculously’ are inappropriate for a feeling of danger. So the villagers are only apparently (ostensibly) behaving normally. (escalating = increasing ; feliculously = happily, suitably)

18. Although alarmed by the __, Professor Symes had no reason to doubt the __ of his student's results, for this student was nothing if not reliable.
- (A) conclusions – folly (B) deductions - impudence
(C) implications – veracity (D) errors ----- truth

EXPLANATION:

(C) Clue: ‘Nothing if not’ means ‘very’. So if the student is very reliable the professor would not doubt the ‘truth’ or ‘veracity’ of the results. Since the student is reliable we can eliminate the ‘error’ choice, and choose ‘implications’.

(folly = foolishness; impudence = cheekiness; veracity = truth; inferences = something we can deduce)

19. After an initially warm reception by most reviewers and continued __ by conservative thinkers, Bloom's work came under heavy fire.
- (A) criticism (B) endorsement
(C) denigration (D) counterattack

EXPLANATION:

(B) Clue: ‘and’ usually links things of similar nature. So, the reception was warm and then continued to get approval or support (endorsement). Also the word ‘initially’ suggests that something changed into its opposite. Therefore, the work was initially endorsed and then came under fire (was attacked).

(denigration = negative criticism; refutation = proving wrong)



20. Through the 19th Century, the classics of Western Civilization were considered to be the _____ of wisdom and culture, and an _____ person - by definition- knew them well.
- (A) foundation - average (B) epitome --- uneducated
(C) cornerstone - obtuse (D) repository - educated

EXPLANATION:

(D) Clue: 'by definition' a person who knows things well is an educated person. Therefore, saying that the classics were considered a storehouse (repository) of wisdom, and that an educated person knew them well, makes perfect sense.
(epitome = best example; cornerstone = foundation; obtuse = mentally dull; font = source; ecclesiastical = concerned with the church)

21. In this biography we are given a glimpse of the young man _____ pursuing the path of the poet despite _____ and rejection slips.
- (A) doggedly -----disappointment (B) tirelessly -----encouragement
(C) sporadically - awards (D) successfully - acclaim

EXPLANATION:

(a) Clue: 'despite' indicates something contrary. So, despite the rejection slips he pursues his path doggedly or tirelessly. But since the 'and' links similar things he is getting disappointment along with the rejection slips, not encouragement.
(doggedly = never giving up; sporadically = on and off; acclaim = praise)

22. All European countries are seeking to diminish the check upon individual _____ which state examinations with their _____ growth have bought in their train.
- (A) rights--liberating (B) liberties -- empowering
(C) spontaneity - tyrannous (D) foibles - inevitable

EXPLANATION:

(C) Clue: The sentence means that the countries are seeking to diminish (reduce) the check on individual freedom which state examinations impose. This suggests that almost all of the word choices (except foibles) for the first blank might work. So we look at the second blank. If the examinations are opposing freedom, then we need a negative word. Tyrannous fits the bill.
(empowering = giving power; spontaneity = impulsiveness, freedom from restraint; tyrannous = harsh, repressive; foibles = quirks; inevitable = cannot be avoided; soporific = sleep inducing)

23. The wall and floor decorations created by Indian housewives are usually _____, remaining hours, days, or at most, weeks before being worn off by human activity or weather and replaced by new _____.
- (A) perennial ----- drawings (B) ephemeral - designs
(C) trivial - purchases (D) impermanent - furnishings

EXPLANATION:

(B) Clue: Since the decorations remain only for a short time, it makes sense to say that they are ephemeral, and that they are worn off and replaced by new decorations (designs).
(perennial = lasting through the years; ephemeral = short-lived; trivial = unimportant; innovative = inventive, new)

24. The subtle shades of meaning, and still subtler echoes of association, make language an instrument which scarcely anything short of genius can wield with _____ and _____.
- (A) confidence - aloofness (B) definiteness - certainty
(C) sincerity - hope (D) conservatism - alacrity

EXPLANATION:

(B) Clue: The sentence suggests that language is something very difficult to handle; it almost requires genius to handle it with skill. Therefore we choose two words that indicate 'skill' in effective use of language. Also the use of the word 'subtle' indicates that language is not obvious, and it is therefore hard to be precise - hence definiteness and certainty.

(aloofness = keeping apart, arrogant; alacrity = speed and eagerness; eloquence = ability to speak well)

25. To reach Simonville, the traveller needs to drive with extreme caution along the _____ curves of the mountain road that climbs _____ to the summit.
- (A) serpentine - steeply (B) jagged ----- steadily
(C) gentle - precipitously (D) shady ----- steadily

EXPLANATION:

(a) Clue: Since the driver needs extreme caution, the road must be dangerous. Therefore, the curves could be serpentine, and the road could climb steeply.

(serpentine = highly curved; jagged = having rough edges; precipitously = steeply; languidly = in a relaxed manner)

26. The cricket match seemed _____ to our guests; they were used to watching sports in which the action is over in a couple of hours at the most.
- (A) unintelligible (B) inconsequential
(C) interminable (D) implausible

EXPLANATION:

(C) Clue: The part after the semicolon gives the clue. It states that they were used to watching things that get over fast, and therefore the cricket match seemed interminable (never ending). None of the other words is about the time factor except 'evanescent' which means short-lived and would not fit the sense.

(inconsequential = unimportant; implausible = cannot be believed)

27. Our present accountant is most _____; unlike the previous _____ incumbent, he has never made a mistake in all the years that he has worked for the firm.
- (A) unorthodox - heretical (B) dependable - assiduous
(C) punctilious - painstaking (D) meticulous -- unreliable

**EXPLANATION:**

(D) Clue: 'unlike' indicates that the two men are opposites. Since the present accountant has never made a mistake, he is dependable or punctilious or meticulous whereas the previous person was unreliable. Thus, the choice for the second blank fixes the word for the first, and we choose meticulous.

(unorthodox = heretical = opposed to tradition or orthodoxy; punctilious = painstaking = meticulous = diligent; asinine = stupid)

28. There is a general ____ in the United States that our ethics are declining and that our moral standards are ____.

(A) feeling ----- normalizing

(B) idea ----- futile

(C) optimism - improving

(D) complaint - deteriorating

EXPLANATION:

(D) Clue: 'and' usually joins things of similar meaning or weight. This suggests that since ethics are declining, moral standards are also declining (deteriorating). Almost any word except 'optimism' would have fit the first blank.

(futile = useless, ineffective; escalating = increasing)

29. A businessman must widen his horizons; a ____ attitude will get you nowhere in this age of global communications.

(A) moderate

(B) petrified

(C) parochial

(D) diversified

EXPLANATION:

(C) Clue: The first part of the sentence tells us that a businessman needs a wide outlook. Therefore a narrow attitude will get you nowhere. So, we choose parochial which means narrow minded and concerned with only local matters.

(petrified = rigid)

30. The formerly ____ waters of the lake have been polluted so that the fish are no longer visible from the surface.

(A) muddy

(B) tranquil

(C) stagnant

(D) pellucid

EXPLANATION:

(D) Clue: The word 'formerly' indicates that once things were different. So, since now the waters are polluted so that fish cannot be seen, then formerly they must have been unpolluted and clear (pellucid).

(tranquil = peaceful; stagnant = not moving; pellucid = transparently clear; rancid = stale)



SOLVED EXERCISE NO. 2

1. The refugee's poor grasp of English is hardly an _____ problem; she can attend classes and improve within a matter of months.
- (A) implausible (B) insuperable
(C) inconsequential (D) evocative

EXPLANATION:

(B) Clue: Since the refugee can improve rapidly, her poor English is not a major problem. It can be overcome, and is therefore not an insuperable problem.

(implausible = cannot be believed; insuperable = cannot be overcome; inconsequential = unimportant; evocative = drawing out ideas etc.; injudicious = unwise)

2. We appreciated his _____ summary of the situation; he wasted no words yet delineated his position most _____.
- (A) comprehensive : inadequately (B) succinct : direfully
(C) cogent : persuasively (D) verbose : concisely

EXPLANATION:

(C) Clue: Since the part of the sentence after the semicolon indicates he 'wasted no words', he could be succinct or cogent. We also need a positive word for the second blank since we appreciated his summary. Therefore we eliminate 'direfully', and choose persuasively.

(succinct = short and well expressed; direfully = dreadfully; cogent = clear and persuasive; verbose = using too many words; concise = short and to the point; grandiloquent = pretentious; eloquent = able to speak well)

3. His musical tastes are certainly _____; he has recordings ranging from classical piano performances to rock concerts, jazz and even Chinese opera.
- (A) antediluvian (B) eclectic
(C) harmonious (D) sonorous

EXPLANATION:

(B) Clue: The second part of the sentence explains or amplifies the part before the semicolon. Since his recordings range widely, his tastes could be described as wide-ranging, or eclectic.

(eclectic = taking things from diverse sources; antediluvian = old fashioned; sonorous = full of sound)

4. I cannot conclude this preface without _____ that an early and untimely death should have prevented Persius from giving a more finished appearance to his works.
- (A) rejoicing (B) lamenting
(C) affirming (D) commenting

**EXPLANATION:**

(B) Clue: The sentence states that the early death of Persius prevented him from properly finishing his work, hence it is likely that the author of the preface would regret (lament) that fact. [Note that the tone of the sentence is important; positive words would not fit the sense. Also 'commenting' or 'mentioning' might fit if it were not for the word 'should' - you cannot say that you 'comment that something should prevent someone'.] (lament = express regret)

5. Before his marriage the Duke had led an austere existence and now regarded the affectionate, somewhat _____ behavior of his young wife as simply _____.
(A) restrained - despicable (B) childish --- elevating
(C) playful - sublime (D) frivolous -- puerile

EXPLANATION:

(D) Clue: The behavior of the wife is described as 'affectionate' and so we require a word of similar weight for the first blank. Hence we eliminate 'restrained' and 'unpleasant'. Also the Duke is described as 'austere' and is unlikely to approve of affectionate behavior. And so from the remaining choices we choose the negative word puerile. (frivolous = non-serious; sublime = awe-inspiring; puerile = childish)

6. Wilson _____ that human beings inherit a tendency to feel an affinity and awe for other living things, in the same way that we are _____ to be inquisitive or to protect our young at all costs.
(A) argues - encouraged (B) maintains - trained
(C) contends - predisposed (D) fears --- taught

EXPLANATION:

(C) Clue: The words 'in the same way' shows that we are looking for parallel ideas. Hence, if we 'inherit' a certain tendency, then, in the same way, we will inherit another tendency. Either 'predisposed' or 'genetically programmed' would fit. But since the latter is paired with 'demurs' which means hesitates or refuses, this is inappropriate. Contends, which means 'argues' is a better choice.

7. The pond was a place of reek and corruption, of _____ smells and of oxygen-starved fish breathing through laboring gills.
(A) fragrant (B) evocative
(C) dolorous (D) fetid

EXPLANATION:

(D) Clue: The words 'reek and corruption' tell us that the pond is full of decay. Hence, bad smelling or fetid is the best choice.
(evocative = reminiscent; dolorous = sad; resonant = echoing)



8. There have been great ____ since his time, but few others have felt so strongly the ____ of human existence.
- (A) pessimists - futility (B) skeptics - exaltation
(C) heretics - sagacity (D) optimists -- tremulousness

EXPLANATION:

(a) Clue: The sentence structure indicates that whatever quality the person has, is stronger in him than in others. So, a negative for the first blank will require a negative for the second. Therefore, we can take pessimist (one who imagines the worst), because he would feel the futility of human existence.

(futility = pointlessness; skeptics = people who doubt; exaltation = joy; heretics = people who speak out against orthodoxy; sagacity = wisdom; tremulousness = hesitation; cynics = people who do not believe in the goodness of human nature)

9. While war has never been absent from the ____ of man, there have been periods in History which appear remarkably ____.
- (A) archives - ambivalent (B) posterity - serene
(C) mind - desultory (D) annals --- pacific

EXPLANATION:

(D) Clue: 'While' here indicates that something opposite follows. So, while war has never been entirely absent, there have been some periods that appear remarkably peaceful. Hence, 'serene' or 'pacific' might suit the second blank. But serene is coupled with 'posterity', which means 'future generations' and so does not fit.

(archives = documents or stored records; ambivalent = vague; serene = peaceful; desultory = intermittent; annals = records or chronicles; pacific = peaceful; belligerent = aggressive)

10. The model paraded in front of the celebrities with ____ ; it was impossible to tell that this was her first assignment.
- (A) panache (B) opprobrium
(C) shame (D) trepidation

EXPLANATION:

(a) Clue: The second part of the sentence tells us that it was her first assignment, but that it was impossible to tell that. Hence, since she was not behaving as a novice might, she must be behaving with panache (in a confident and stylish manner).
(opprobrium = shame; trepidation = fear)

11. The lectures on quantum physics were invariably ____ ; the lecturer ____ his ill-prepared material in a manner guaranteed to send even the most ardent student to sleep.
- (A) stimulating - delivered (B) pedestrian - enthused about
(C) soporific - droned (D) scintillating - intoned

**EXPLANATION:**

(C) Clue: The part of the sentence after the semicolon tells us that the lecture was 'guaranteed to send even the most ardent student to sleep'. This tells us that the lecture was boring or sleep-inducing. So, pedestrian (dull), or soporific (sleep-inducing) would fit. But we eliminate 'pedestrian' because its partner words 'enthused about' do not fit the sense.

(enthused about = became enthusiastic, praised; droned = spoke in a monotonous voice; scintillating = sparkling; intoned = recited)

12. Edward was understandably upset that he had lost the position, but he was ____ by the conviction that he had done nothing to ____ the dismissal.
- (A) consoled - merit (B) warmed - avoid
(C) comforted - mar (D) miffed --- delay

EXPLANATION:

(a) Clue: 'But' indicates the need for an opposite. He was 'upset' but was made less upset 'consoled' or 'comforted' by a conviction (belief) that he had not deserved the dismissal. Since merit means deserve, this becomes the best choice.
(consoled = comforted; mar = spoil; miffed = annoyed)

13. Elinor ____ to counteract her negative feelings, but only succeeded in ____ them.
- (A) tried ----- allaying (C) hoped ----- mitigating
(C) desired - ameliorating (D) endeavoured - intensifying

EXPLANATION:

(D) Clue: 'But' indicates a need for opposites. Thus the sentence implies that she tried to overcome negative feelings but only succeeded in making them worse. Hence, we choose endeavored (tried) and intensifying (making stronger).
(allaying = mitigating = making less severe; ameliorating = improving; deprecating = criticizing)

14. The candidate ____ when asked why he had left his last job; he did not want to admit that he had been ____.
- (A) demurred - promoted (B) confided - banned
(C) dissembled - dismissed (D) rejoiced --- wrong

EXPLANATION:

(C) Clue: The second part of the sentence tells us that he did not want to admit something. Therefore, we can choose a word for the first blank that means hesitates or avoids: demurred, dissembled, or hesitated would fit. However, he wouldn't mind admitting that he had been promoted or lauded (praised), and so we choose dismissed.
(demurred = hesitated or refused; dissembled = avoided telling the truth)



15. The parliamentary session degenerated into _____ with politicians hurling _____ at each other and refusing to come to order.
(A) mayhem - banter (B) disarray - pleasantries
(C) tranquillity - invectives (D) anarchy - insults

EXPLANATION:

(D) Clue: Since the politicians 'refused to come to order', the session must have degenerated into disorder. Therefore, any of the words for the first blank except tranquillity could be suitable. Next we look at what they were 'hurling' at each other. This would need to be something like insults or 'invectives', but we can rule out invectives since it is partnered by tranquillity.

(mayhem = confusion and disorder = disarray = chaos = anarchy; tranquillity = peace; banter = playful talk; pleasantries = jokes; invectives = insults; aphorisms = well-known sayings)

16. The admiral _____ his order to attack when he saw the white flag raised by the enemy sailors; he was relieved that he could bring an end to the _____.
(A) reiterated - hostilities (B) countermanded - fighting
(C) commandeered - truce (D) renounced - hiatus

EXPLANATION:

(B) Clue: The sense of the sentence tells us that he would have been relieved to end the fighting and cancel his order to attack when he saw the white flag (signal to surrender). Therefore, we choose to say that he countermanded his order, and brought an end to the fighting.

(reiterated = repeated; countermanded = cancelled; commandeered = took possession of; truce = peace agreement; hiatus = interruption)

17. Many 17th century buildings that are still in existence have been so _____ by successive owners that the original layout is no longer _____.
(A) preserved - visible (B) modified - apparent
(C) decimated - enshrouded (D) salvaged -- required

EXPLANATION:

(B) Clue: The words 'no longer' indicate a change of state. The original layout would therefore be no longer visible or apparent. If the layout is no longer apparent, the buildings must have been changed (modified).

(decimated = destroyed; enshrouded = covered; salvaged = rescued)

18. _____ action at this time would be inadvisable; we have not yet accumulated sufficient expertise to warrant anything other than a _____ approach.
(A) Precipitate - cautious (B) Hesitant --- wary
(C) Vacillating - circuitous (D) Decisive --- firm

**EXPLANATION:**

- (a) Clue: Ask yourself what kind of action would be inadvisable if we have not accumulated expertise. Since precipitate means hurried or rash, it seems the best choice. Also without expertise only a cautious or wary approach would be suitable.
(vacillating = wavering, hesitating; circuitous = indirect; ponderous = slow and heavy)

19. Many biologists have attempted to ____ the conditions on earth before life evolved in order to answer questions about the ____ of biological molecules.
(A) mimic --- fitness (B) standardize - shapes
(C) replicate - reactions (D) simulate - origin

EXPLANATION:

(D) Clue: The best clue is that we are dealing with 'conditions on earth before life evolved'. Therefore, the biologists might have been attempting to 'replicate', 'mimic' or simulate these conditions to find out how biological molecules evolved. Because we are considering evolution, the best word for the second blank would be evolution' or origin. We choose the latter because it is paired with one of our choices for the first blank.
(mimic = copy = replicate = simulate; ameliorate = make better)

20. The professor became increasingly ____ in later years, flying into a rage whenever he was opposed.
(A) taciturn (B) voluble
(C) subdued (D) irascible

EXPLANATION:

(D) Clue: The required word is signaled by the phrase 'flying into a rage'. Someone who is easily angered is described as irascible.
(taciturn = silent; voluble = talking a lot; subdued = quiet; contrite = sorry)

21. Although the deep sea has a typically ____ fauna, near vents in the sea bed where warm water emerges live remarkable densities of invertebrates and fish.
(A) verdant (B) unique
(C) lush (D) sparse

EXPLANATION:

(E) Clue: 'Although' indicates the need for opposites or contrasts. In contrast to the large number of animals near vents, the rest of the deep sea must have small numbers. Hence, the word sparse is appropriate, since it means thinly populated or meager.
(verdant = green and fertile = lush; pallid = pale)

22. The new nomenclature was so ____ that many chemists preferred to revert to the older trivial names that were at least shorter.
(A) succinct (B) cumbersome
(C) irrational (D) facile

**EXPLANATION:**

(B) Clue: The chemists preferred to go back to the older, shorter names. So, the new nomenclature (naming system) must have been 'bad'. Of the negative words available, cumbersome is best because it fits with the idea of the new system involving longer names.

(Cumbersome = bulky or unwieldy; succinct = short and to the point; facile = oversimplified)

23. Even though the auditors ____ the accountant, his reputation was ____ by the allegations of fraud.
(A) vindicated - enhanced (B) indicted - blemished
(C) betrayed - ruined (D) exonerated - tarnished

EXPLANATION:

(D) Clue: 'Although' indicates the need for opposites. This suggests that although he was cleared of the crime, his reputation was damaged by the allegations. For the second blank 'tarnished', 'blemished', or 'ruined' would fit. But we choose tarnished because it fits with exonerated, which means proved not guilty or cleared of the crime.

(vindicated = proved right; enhanced = improved; indicted = charged with a crime; blemished = damaged or marked; tarnished = rusted or spoiled; condoned = silently approved)

24. Many so-called social playwrights are distinctly ____; rather than allowing the members of the audience to form their own opinions, these writers force a viewpoint on the viewer.
(A) conciliatory (B) prolific
(C) iconoclastic (D) didactic

EXPLANATION:

(D) Clue: The word for the blank is explained after the semicolon. If they force their viewpoint on the viewer, then, of the choices given, they must be didactic, which means intending to preach or instruct.

(conciliatory = bringing disputing sides together; prolific = productive; iconoclastic = opposing orthodoxy; contumacious = stubborn)

25. The archaeologist, viewing the fragmentary remains of the ancient city, reflected on the ____ of human ____.
(A) impermanence - endeavour (B) transience - thought
(C) dearth - aspirations (D) futility ----- humility

EXPLANATION:

(a) Clue: The sense of the sentence tells us that since she is viewing fragmentary remains, there is nothing much left of the ancient city. The archaeologist is likely to reflect on the fact that human constructions do not last long. Hence, impermanence of human endeavor fits well.

(impermanence = short lived = transience; endeavor = effort; dearth = shortage; aspirations = hopes; futility = waste, uselessness; durability = able to last)



26. He was normally entirely _____, but in the embarrassing situation in which he found himself he felt compelled to _____.
- (A) equable ----- evade (B) considerate - concede
(C) forthright – prevaricate (D) mendacious - equivocate

EXPLANATION:

(C) Clue: 'But' indicates a need for opposites. In the embarrassing situation he did the opposite of what he would do normally. Hence, he was normally forthright (truthful), but was compelled to prevaricate (lie, or avoid the truth).

(equable = even tempered; mendacious = telling lies; equivocate = speak ambiguously; amenable = flexible, docile; capitulate = give in to)

27. Our once thriving High School Nature Club is now _____; the programs have had to be cancelled due to lack of support.
- (A) defunct (B) extant
(C) resurgent (D) burgeoning

EXPLANATION:

(a) Clue: 'Once' followed by 'now' indicates that things have changed. Where once the club did well (it was thriving) it is now doing badly. Furthermore, the sentence tells us that the programs have been cancelled and so we can choose defunct, which means no longer working.

(extant = still in existence; resurgent = reviving; burgeoning = growing; renovated = redecorated)

28. Having been chief accountant for so many years, Ms. George felt herself to be _____ and was unwilling to _____ control of the department after the merger.
- (A) slighted - truncate (B) irreplaceable - assume
(C) insubordinate – retain (D) indispensable - relinquish

EXPLANATION:

(D) Clue: After so long as chief accountant, Ms. George would probably think that she was 'irreplaceable' or 'indispensable'. If so, she would not want to give up (relinquish) control.

(slighted = insulted; truncate = cut short)

29. People from all over the world are sent by their doctors to breathe the pure, _____ air in this mountain region.
- (A) invigorating (B) soporific
(C) debilitating (D) insalubrious

EXPLANATION:

(a) Clue: Since the air is described as 'pure' we need a positive word. Also, since doctors recommend it, the air must be good for health. Therefore, we choose invigorating which means energizing.

(soporific = sleep-inducing; debilitating = weakening; insalubrious = unhealthy; aromatic = pleasant-smelling)



30. The journalist _____ the efforts of the drug squad to control drug pedalling, claiming that they had actually _____ the problem.
- (A) commended - increased (B) lauded - intensified
(C) decried - solved (D) deprecated --- exacerbated

EXPLANATION:

(D) Clue: If the journalist claimed that the drug squad had caused the problem or made it worse, he would attack and not praise them. Hence, we can choose to say that he deprecated (criticized) the efforts and said that they exacerbated the problem (made it worse). [Note that the sentence could have been positive, with the journalist praising the efforts if the squad cured the problem. But, no such pair of positives is among the choices.]



SOLVED EXERCISE NO. 3

1. Because Elaine's father was a field entomologist who trekked over the continent studying insect infestations, and insisted on taking his young family with him, Elaine and her brother had a(n) ____ childhood.
- (A) idyllic (B) itinerant
(C) sedentary (D) propitious

EXPLANATION:

(B) Clue: The sentence informs us that Elaine and her brother trekked over the continent. Therefore, they must have had a wandering or itinerant childhood.
(idyllic = perfect; sedentary = not moving far; propitious = favorable; equable = even tempered, fair)

2. Frederica was ____ when her supervisor took only a ____ look at her essay over which she had taken so much care.
- (A) exultant - superficial (B) vexed --- studious
(C) disappointed - cursory (D) pleased - patronizing

EXPLANATION:

(C) Clue: Follow the sense of the sentence. She would be disappointed if the teacher took only a superficial (cursory) look at something over which she had taken so much care.
(exultant = rejoicing; vexed = annoyed; patronizing = condescending; perfunctory = superficial = cursory)

3. When he was young he ____ ideas of becoming a doctor; however, he was ____ by his father who wanted him to join the family business.
- (A) harbored --- backed (B) entertained - dissuaded
(C) produced - critical (D) repudiated - deterred

EXPLANATION:

(B) Clue: 'However' indicates the need for opposite ideas. Therefore, we can say he had (harbored or entertained) ideas of becoming a doctor, but he was dissuaded (persuaded against the idea) by his father.
(backed = supported; repudiated = shunned = eschewed)

4. Literary criticism has in recent years become increasingly ____ ; it is almost impossible for the non-literary person to understand its analyses.
- (A) abstruse (B) accessible
(C) colloquial (D) wide-ranging

EXPLANATION:

(A) Clue: The part of the sentence after the semicolon amplifies what is stated in the first part. Therefore, if we can say that people do not understand it, literary criticism must have become very obscure (abstruse).
(colloquial = local, informal)



5. The alchemists, though they are often supposed to have been ____ or confidence tricksters, were actually skilful technologists.

(A) empiricists (B) polemicists
(C) pragmatists (D) charlatans

EXPLANATION:

(D) Clue: 'Though' and 'actually' indicate opposite ideas are needed. The blank has to be another word for 'confidence tricksters', and the opposite of skilful technologists. Hence they were charlatans.

(charlatan = a quack, someone who claims to have knowledge or skills that he doesn't possess; empiricists = experimentalists; polemicists = debaters; pragmatists = practical people)

6. Bullock carts and hand pumps seem ____ in a village whose skyline is dominated by telephone cables and satellite dishes.

(A) anachronisms (B) exigencies
(C) diversions (D) provocations

EXPLANATION:

(a) Clue: The sentence is pointing out that bullock carts seem outdated in a modern village. Hence the word anachronism is needed.

(anachronism = something in the wrong time period; exigencies = urgent matters; provocations = instigations; portents = something that indicates the future)

7. A ____ child, she was soon bored in class; she already knew more mathematics than her junior school teachers.

(A) obdurate (B) querulous
(C) precocious (D) recalcitrant

EXPLANATION:

(C) Clue: The sentence tells us that she was way ahead of her class. This indicates the need for the word precocious, which means gifted or advanced for one's years.

(querulous = always complaining; recalcitrant = stubborn; contemporary = at the same time)

8. Stuart reveled in ____; he would never seek ____ until all possibilities for debate had been exhausted.

(A) altercation - clarification (B) polemics --- conciliation
(C) ambiguities - consolation (D) asceticism - indulgence

EXPLANATION:

(B) Clue: He 'reveled in' means he enjoyed excessively. The second part tells us that it was debate that he enjoyed, indicating a need for either 'altercation' or 'polemics'. But, someone who enjoys polemics would not readily seek conciliation (bringing disputing sides together).

(altercation = argument = polemics; ambiguities = uncertainties; consolation = comfort; asceticism = living without indulgences)



9. Turner claimed to paint what he saw; yet no painter ever departed further from close _____ or took more _____ with subjects.
- (A) imitation ---- liberties (B) observation - care
(C) definition - vagaries (D) imagination - pains

EXPLANATION:

(a) Clue: 'Yet' indicates an opposite idea. So, although Turner claimed to paint what he saw, he actually departed from reality. Therefore, we can say that he departed from close imitation and took liberties with subjects.

(vagaries = unpredictable circumstances)

10. Iodine deficiency is _____ in these remote mountain regions; however, it is no longer _____ in the lowlands where iodized salt is available.
- (A) recorded - unusual (B) rare ----- sporadic
(C) eradicated - common (D) endemic - prevalent

EXPLANATION:

(D) Clue: 'However' indicates the need for an opposite. So we could say that the deficiency is common in the mountains but no longer common in the lowlands. Effectively this means we are looking for similar words since the 'no longer' makes the second blank negative. Therefore, we choose to say that the deficiency is endemic (commonly found) in the mountains; however, it is no longer prevalent (common) in the lowlands.

(sporadic = not continuous; eradicated = wiped out)

11. Unlike the ancient Greeks, we are interested in a person's _____, the things that make each person different from the general.
- (A) qualities (B) idiosyncrasies
(C) failures (D) stereotypes

EXPLANATION:

(B) Clue: After the blank we have a phrase intended to explain or amplify the word in the blank. So we need to choose a word that means 'things that make each person different from the general'. Therefore, we choose idiosyncrasies, which are 'quirks', 'oddities' or 'things peculiar to one person'.

(stereotypes = generalized views)

12. Moths are nocturnal pollinators, visiting scented flower during the hours of darkness, whereas the butterflies are _____, attracted to bright flowers in the daytime.
- (A) diurnal (B) quotidian
(C) colorful (D) ephemeral

EXPLANATION:

(a) Clue: 'Whereas' indicates opposite ideas. So we need a word in contrast to 'nocturnal' (active at night). The word is diurnal (active in daytime).



13. The Victorian middle class woman was ____ by restraints, obligations and ____ that prevented her from achieving economic independence.
- (A) hampered - aspirations (B) emancipated - strictures
(C) fettered - responsibilities (D) ensnared -- possibilities

EXPLANATION:

(C) Clue: The word 'restraints' makes it likely that the woman was 'limited' by these restraints. This would suggest that 'hampered', 'fettered', or 'ensnared' might be right. Further, the word 'and' usually indicates that similar things are joined; this indicates that a word like 'restraints' and 'obligations' is needed for the second blank. Therefore, we choose to say fettered by responsibilities.

(hampered = hindered, held back = fettered; ensnared = trapped; emancipated = set free; aspirations = hopes; stricture = limitations)

14. There is great unevenness in his later plays; there are moments of the greatest ____ in the midst of great ____.
- (A) lucidity ---enlightenment (B) frivolity --- triteness
(C) insight - banality (D) obscurity - ambivalence

EXPLANATION:

(C) Clue: The word 'unevenness' indicated that there are ups and downs in his plays. Therefore we need a 'good word - bad word' pair. Insight is a very positive word, while banality is negative; this is the best pair available.

(lucidity = clarity; frivolity = non seriousness; triteness = banality = dullness and unoriginality; ambivalence = ambiguity; profundity = depth)

15. According to Hume, it is not logic that determines what we say and do; if we decide to help a person in need, we do so because of our ____ not our ____.
- (A) consciousness - emotions (B) duty ----- rights
(C) feelings - reason (D) beliefs ----- convictions

EXPLANATION:

(C) Clue: Since it is not logic that determines our actions it must be its opposite. Hence, we can say we act because of our feelings not our reason. (convictions = beliefs)

16. In the earliest moments of the Universe conditions of almost inconceivable ____ raged through the swelling cosmos; yet this great ____ managed to produce only the simplest of atoms.
- (A) tumult ----cataclysm (B) tranquility - upheaval
(C) violence - complexity (D) turbulence - conglomeration

**EXPLANATION:**

(a) Clue: The word 'this' in the second half is a great help. It tells us that we are referring to something already mentioned. We have been talking about conditions raging in the cosmos, and it would appear that we need two violent words to go with 'raged'. Tumult and cataclysm fit.

(tumult = uproar, confusion; cataclysm = disaster, catastrophe; tranquility = peace; turbulence = disturbance; conglomeration = accumulation; chaos = confusion, disorder; inertia = resistance to movement or change)

17. The Rio Gila is part of a ____ of rivers and cultures as significant as the ____ of the Tigris and the Euphrates.
- (A) disparity --conjunction (B) intermingling - dichotomy
(C) juxtaposition - divergence (D) convergence ---confluence

EXPLANATION:

(D) Clue: The 'as' followed by 'as' structure indicates similar words are required. Convergence and confluence both imply a coming together.

(disparity = difference; conjunction = joining; dichotomy = branching into two; juxtaposition = placing two things next to each other; diaspora = spreading out, migration)

18. The revolution in art has not lost its steam; it ____ on as fiercely as ever.
- (A) trudges (B) meanders
(C) edges (D) rages

EXPLANATION:

(D) Clue: 'as ever' indicates that things have not changed, so the two halves of the sentence need to say similar things. So, if the revolution has not lost its steam, it will be going on as strongly as before. Therefore rages is the best word. Also the word 'fiercely' indicates that we need a strong word.

(trudges = walks as though tired; meanders = wanders; ambles = walks aimlessly)

19. ____ by nature, Jones spoke very little even to his own family members.
- (A) garrulous (B) equivocal
(C) taciturn (D) arrogant

EXPLANATION:

(C) Clue: He 'spoke very little' and so he uses few words. Therefore, taciturn is the best word. (garrulous = talkative; equivocal = ambiguous; gregarious = sociable)

20. The peasants were the least ____ of all people, bound by tradition and ____ by superstitions.
- (A) free ----- fettered (B) enfranchised - rejected
(C) enthralled - tied (D) pinioned - limited

**EXPLANATION:**

(a) Clue: the part after the comma expands on what has been stated. Also note the word 'least', which here means 'not'. Therefore, the peasants were least free, because they were fettered (restricted or bound) by superstition.

(enfranchised = given voting rights; enthralled = fascinated; pinioned = tied down; encumbered = burdened)

21. The two artists differed markedly in their temperaments; Palmer was reserved and courteous, Frazer ____ and boastful.

(A) phlegmatic (B) choleric
(C) constrained (D) tractable

EXPLANATION:

(B) Clue: Since both 'differ' we need opposites. So, since 'reserved' and courteous' are both good words, we need a 'bad' word for the blank. Choleric means easily angered and so would be a good opposite to restrained.

(phlegmatic = calm, imperturbable; constrained = restrained; tractable = easily lead, docile; stoic = having fortitude)

22. After the accident, the nerves to her arm were damaged and so the muscles ____ through disuse.

(A) atrophied (B) contracted
(C) elongated (D) invigorated

EXPLANATION:

(a) Clue: The sentence states that the muscles were not used and so we would expect them to waste away. Atrophied means wasted away, or withered. Note that dwindled means grew less but could not be used for muscles.

(invigorated = energized)

23. Some critics maintain that Tennyson's poetry is uneven, ranging from the ____ to the ____.

(A) sublime-- elevated (B) trite ----- inspired
(C) vacuous - inane (D) succinct - laconic

EXPLANATION:

(B) Clue: 'Ranging from something to something', indicates that extremes are required. Also we are told that the poetry is uneven, also indicating that opposites are required. Therefore, trite (unoriginal) is a negative word, and inspired is a positive word.

(sublime = magnificently inspiring; vacuous = meaningless = inane; succinct = short and to the point; laconic = using few words; sonorous = full of sound; voluble = talking a lot)

24. Corruption is ____ in our society; the integrity of even senior officials is ____.

(A) growing - unquestioned (B) endangered - disputed
(C) pervasive - intact (D) rife ----- suspect

**EXPLANATION:**

(D) Clue: the semicolon suggests that the second part expands upon the first part. So, if corruption is rife (common), then we will doubt the integrity of the officials. Their integrity will be suspect (doubtful).

(pervasive = spreading everywhere; rife = common)

25. He was treated like a _____ and cast out from his community.

(A) ascetic

(B) prodigy

(C) prodigal

(D) pariah

EXPLANATION:

(D) Clue: He was cast out. An outcast is a pariah.

(ascetic = one who lives a severe existence without indulgences; prodigy = genius, or very talented; prodigal = wasteful person; tyro = novice, beginner)

26. The teacher accused me of _____ because my essay was so similar to that of another student.

(A) procrastination

(B) plagiarism

(C) celerity

(D) confusion

EXPLANATION:

(B) Clue: 'because' gives a reason for the word that is needed. If the essay is so similar it looks as though it is copied. To copy without giving acknowledgement is plagiarism.

(procrastination = putting off, delaying; celerity = speed; decorum = good and correct behavior)

27. We live in a _____ age; everyone thinks that maximizing pleasure is the point of life.

(A) ubiquitous

(B) propitious

(C) sporadic

(D) hedonistic

EXPLANATION:

(D) Clue: The part after the semicolon explains what kind of age we are talking about. So, since we are told that maximizing pleasure is the point, the word we need is hedonistic (pleasure seeking).

(Ubiquitous = found everywhere; propitious = favorable; sporadic = intermittent, not continuous)

28. Thankfully the disease has gone into _____; it may not recur for many years.

(A) treatment

(B) sequestration

(C) quarantine

(D) remission

**EXPLANATION:**

(D) Clue: The part after the semicolon explains the first part of the sentence. So, something that may not recur for some time would be in remission.

(sequestration = isolation; quarantine = isolation; remission = temporary improvement in a disease; oblivion = state of being unaware)

29. After centuries of obscurity, this philosopher's thesis is enjoying a surprising ____.
- (A) dismissal (B) remission
(C) decimation (D) renaissance

EXPLANATION:

(D) Clue: The sentence tells us that the thesis has been in obscurity (forgotten or neglected) but now it is being revived. We can say it is undergoing a renaissance (revival).

(remission = temporary cessation of a disease; decimation = destruction; longevity = length of life)

30. Plastic bags are ____ symbols of consumer society; they are found wherever you travel.
- (A) rare (B) ephemeral
(C) ubiquitous (D) fleeting

EXPLANATION:

(C) Clue: Since the bags are found everywhere they must be ubiquitous. [This question is a simple matter of vocabulary...either you know the meaning or you do not. Learn your word lists!]

(ephemeral = short-lived = fleeting; ubiquitous = found everywhere; covert = hidden, stealthy)



SOLVED EXERCISE NO. 4

1. Dr. Stuart needs to ___ his argument with more experimental data; as it stands his thesis is ____.
- (A) support - profound (B) bolster - acceptable
(C) refine - satisfactory (D) buttress - inadequate

EXPLANATION:

(D) Clue: The two halves of the sentence complement each other. If his thesis is inadequate, he will need to buttress (support) his argument with more data. [Changing the order of the parts of the sentence sometimes helps to get the meaning clear.]

(profound = deeply significant; bolster = support; succinct = short and well expressed)

2. The crew of the air balloon ____ the sand bags to help the balloon rise over the hill.
- (A) capsized (B) jettisoned
(C) salvaged (D) augmented

EXPLANATION:

(B) Clue: To make sense, the crew would have to throw out sand bags if they wanted the balloon to rise. Hence, the word we need is jettisoned (threw out).

(capsized = sank; salvaged = rescued; augmented = increased; enumerated = counted)

3. We were not fooled by his ____ arguments; his plan was obviously ____.
- (A) cogent --- brilliant (B) hackneyed - banal
(C) convoluted - labyrinthine (D) specious - untenable

EXPLANATION:

(D) Clue: The sentence states that 'we were not fooled' by his arguments. Therefore we need a negative word for the first blank 'Cogent', or 'lucid' arguments are clear and never intended to fool anyone, hence we are apparently left with three choices. But of these, specious would be best since this word means false or deceptive. Its partner word also makes good sense since untenable means 'cannot be supported'.

(cogent = well-expressed, clear = lucid; hackneyed = banal = dull and unoriginal; convoluted = labyrinthine = complex and involved; intelligible = can be understood)

4. Hawkins is ___ in his field; no other contemporary scientist commands the same respect.
- (A) disparaged (B) ignominious
(C) obsolete (D) preeminent

EXPLANATION:

(D) Clue: The part after the semicolon tells us that Hawkins is highly respected. Hence, the only suitable word is preeminent. (All the others have negative connotations.)

(disparaged = criticized; ignominious = shameful; obsolete = outdated; anachronistic = in the wrong time period; preeminent = foremost, famous)



5. The term lead pencil is a ____; pencils are filled with graphite not lead.
(A) misnomer (B) misdemeanor
(C) peccadillo (D) euphemism

EXPLANATION:

(a) Clue: Calling a lead pencil by that name is obviously some kind of error as the sentence tells us that such pencils are filled with graphite. Hence, the word misnomer is appropriate since it means 'wrong name'.

(misdemeanor = wrongdoing; peccadillo = minor crime; euphemism = figure of speech in which polite words are used to disguise something bad; metaphor = a figure of speech which a comparison is implied)

6. The ____ weather forced us to stay indoors.
(A) enticing (B) glorious
(C) restorative (D) inclement

EXPLANATION:

(D) Clue: Some kind of negative word is needed as the weather forced us to stay indoors. Hence, the only suitable word is inclement. Inclement weather is stormy or unsuitable for going out in.

(enticing = luring; restorative = invigorating; congenial = suitable, friendly)

7. It will be hard to ____ Leonid now that you have so ____ him.
(A) pacify - soothed (B) mollify - incensed
(C) antagonize - irritated (D) anger -- ruffled

EXPLANATION:

(B) Clue: The sentence structure implies opposites are needed. (It will be hard to do something now that something else has happened.) Hence, It will be hard to mollify (pacify or soothe) him now that you have so incensed him.

(incensed = made angry; ruffled = irritated; subjugated = suppressed)

8. In a fit of ____ she threw out the valuable statue simply because it had belonged to her ex-husband.
(A) pique (B) goodwill
(C) contrition (D) pedantry

EXPLANATION:

(a) Clue: She threw out a valuable statue just because it belonged to her ex-husband. Therefore, she must have been acting out of spite or ill will. Hence we choose pique which means 'resentment'. [Note that 'pique' used as a verb means to stimulate curiosity.]

(contrition = regret or sorrow; pedantry = insistence on narrow points of learning; prudence = caution)



9. The quantum theory was initially regarded as absurd, unnatural and ____ with common sense.

(A) consanguineous

(B) discernible

(C) incompatible

(D) decipherable

EXPLANATION:

(C) Clue: A set of words linked with 'and' usually indicates things of similar weight. To go with 'absurd' and 'unnatural' we can choose incompatible with common sense.

(consanguineous = related by blood; discernible = visible; decipherable = can be decoded; incompatible = not matching)

10. Do not be fooled by her ____ manner; her superficial ____ belies her worldliness.

(A) ingenuous - proficiency

(B) worldly - simplicity

(C) unsophisticated - naiveté

(D) gregarious - isolation

EXPLANATION:

(C) Clue: The key words are 'fooled' and 'belies'. Belies means contradicts, and hence her superficial 'simplicity' or naiveté belies her worldliness. If she is only superficially simple, her manner is a pretence of simplicity, and hence we should not be fooled by her unsophisticated manner.

(ingenuous = unsophisticated = simple and naive; proficiency = expertise; gregarious = sociable; off-hand = casual)

11. The success of the business venture ____ his expectations; he never thought that the firm would prosper.

(A) confirmed

(B) belied

(C) nullified

(D) fulfilled

EXPLANATION:

(B) Clue: He never thought the business would prosper (do well). Therefore, the success came as a surprise and contradicted (belied) his expectations.

(nullified = canceled; ratified = gave approval to)

12. Since the Romans failed to ____ the tribes in Northern Britain, they built a wall to ____ the tribes.

(A) conquer - alienate

(B) impress --- intimidate

(C) subjugate - exclude

(D) pacify --- enrage

EXPLANATION:

(C) Clue: 'Since' indicates a consequence. Since they failed to 'conquer', 'pacify' or subjugate the tribes, they built a wall to keep out, or exclude the tribes.

(alienate = estrange, separate; intimidate = daunt; barricade = build a barrier)



13. Their bantering talk seemed _____, but in fact it masked an underlying _____.
(A) hostile -----antipathy (B) amicable - antagonism
(C) jovial - assumptions (D) exasperating - frustrations

EXPLANATION:

(B) Clue: You need to know that 'bantering' means 'playful'. So, although the talk seemed playful, it actually masked bad feeling. Here we have a 'good word' followed by 'bad word' situation. Hence we choose amicable for the good word, and antagonism for the bad.

(antipathy = hatred = antagonism; amicable = friendly; jovial = jolly; exasperating = frustrating; geniality = friendliness)

14. His one vice was gluttony and so it is not surprising that as he aged he became increasingly _____.
(A) emaciated (B) despondent
(C) corpulent (D) carping

EXPLANATION:

(C) Clue: 'Gluttony' tells us that he was greedy and ate too much. So it is not surprising if he became fat. Corpulent means 'fat'.

(despondent = having no hope; emaciated = very thin; carping = complaining; lithe = flexible)

15. The explorer was unable to _____ his thirst at the stream since an enraged Grizzly bear barred the way.
(A) assuage (B) parch
(C) savour (D) describe

EXPLANATION:

(a) Clue: The bear stopped the explorer getting to the stream, so the explorer could not quench (assuage) his thirst. [Just turn the sentence around until you see what it is trying to say.]

(parch = dry up; savor = enjoy; attenuate = weaken)

16. The student was extremely foolhardy; he had the _____ to question the senior professor's judgment.
(A) wisdom (B) temerity
(C) interest (D) trepidation
17. She was roundly condemned for her _____; she betrayed the woman to whom she owed her success.
(A) truculence (B) perfidy
(C) serendipity (D) pragmatism



18. The progress of the disease is ____; it spreads stealthily without any symptoms in the early stages.
(A) dramatic (B) acute
(C) blatant (D) insidious
19. Tennyson was a well-loved poet; no other poet since has been so ____.
(A) lionized (B) attacked
(C) decried (D) poetical
20. The conclusion of his argument, while ____, is far from ____.
(A) stimulating - interesting (B) worthwhile - valueless
(C) esoteric - obscure (D) abstruse - incomprehensible
21. Scrooge, in the famous novel by Dickens, was a ____; he hated the rest of mankind.
(A) misanthrope (B) hypochondriac
(C) philanthropist (D) hedonist
22. Biological clocks are of such ____ adaptive value to living organisms, that we would expect most organisms to ____ them.
(A) clear ---- avoid (B) meager ----- evolve
(C) significant - eschew (D) obvious - possess
23. Our bookshelves at home display a range of books on wide-ranging subjects and in many languages, reflecting the ____ tastes of our family members.
(A) anomalous (B) limited
(C) arcane (D) eclectic
24. In keeping with his own ____ in international diplomacy, Churchill proposed a personal meeting of heads of government, but the effort was doomed to failure, as the temper of the times was ____
(A) ideas ----- pluralistic (B) predilections - inimical
(C) aversions - hostile (D) impulses - amicable
25. Since ancient times sculpture has been considered the ____ of men; women sculptors have, until recently, consistently met with ____.
(A) right -- acceptance (B) domain ---- approbation
(C) domicile - ridicule (D) prerogative - opposition
26. Harding was unable to ____ the results of the survey; although entirely unexpected, the figures were obtained by a market research firm with an ____ reputation.
(A) accept -- peerless (B) discount - impeccable
(C) fault - mediocre (D) counter - unenviable



27. For centuries there was no ____ between their descendents; in fact ____ strife continued until modern times.
(A) peace - internecine (B) hostility --- intermittent
(C) malevolence - intense (D) amity - contrived
28. Johnson was such an outstanding orator, that his contemporaries were too dazzled by his ____ to question his fundamental philosophy.
(A) persona (B) guile
(C) enthusiasm (D) thinking
29. Even after a century of ____ investigation, the relation of the solar cycle to terrestrial weather remains ____.
(A) meticulous - apparent (B) cursory -- clear
(C) sedulous - pertinent (D) extensive --- enigmatic
30. The assumption that chlorofluorocarbons would be ____ in the environment because they were chemically inert, was challenged by the demonstration of a potential threat to the ozone layer.
(A) deleterious (B) innocuous
(C) persistent (D) noxious



TOPIC TEST

Directions: Choose the right option to complete the following sentences.

1. Having published more than three hundred books in less than fifty years, science fiction writer Isaac Asimov may well be the most _____ author of our day.
(A) fastidious (B) insecure
(C) outmoded (D) prolific
2. Because his time was limited, Wang decided to read the _____ novel War and Peace in _____ edition.
(A) word ... and unedited (B) lengthy ... an abridged
(C) famous ... a modern (D) romantic ... an autographed
3. In giving a speech, the speaker's goal is to communicate ideas clearly and _____ so, that the audience will be in no _____ about the meaning of the speech.
(A) effectively ... haste (B) indirectly ... distress
(C) vigorously ... discomfort (D) tactfully ... suspense
4. Although gregarious by nature, Lisa became quiet and _____ after she was unexpectedly laid off from work.
(A) autonomous (B) susceptible
(C) assertive (D) withdrawn
5. The increasingly popular leader of America's second largest tribe, Cherokee Chief Wilma Mankiller has _____ the myth that only males could be leader in American Indian government.
(A) shattered (B) perpetuated
(C) exaggerated (D) confirmed
6. The commission of inquiry censured the senator for his _____ expenditure of public funds, which they found to be _____.
(A) flagrant ... cursory (B) improper ... vindicated
(C) lavish ... unjustifiable (D) judicious ... blameworthy
7. During the Battle of Trafalgar, Admiral Nelson remained _____ and in full command of the situation in spite of the hysteria and panic all around him.
(A) word ... and unedited (B) lengthy ... an abridged
(C) famous ... a modern (D) romantic ... an autographed
8. Despite the _____ of the material with which he worked, many of Tiffany's glass masterpiece have survived for more than seventy years.
(A) beauty (B) translucence
(C) abundance (D) fragility



9. Much of the clown's success may be attributed to the contrast between the ____ manner he adopts and the general ____ which characterize the circus.
(A) giddy ... sobriety (B) lugubrious ... hilarity
(C) gaudy ... clamor (D) joyful ... hysteria
10. The selection committee for the exhibit was amazed to see such fine work done by a mere ____
(A) connoisseur (B) artist
(C) amateur (D) entrepreneur
11. The teacher suspected cheating when he noticed the pupil's ____ glances at his classmate's paper.
(A) futile (B) sporadic
(C) furtive (D) cold
12. Your ____ remarks spoil the effect of your speech; try not stray from your subject.
(A) innocuous (B) digressive
(C) derogatory (D) persistent
13. When such ____ remarks are circulated, we can only blame and despise those who produce them.
(A) adulatory (B) chance
(C) rhetorical (D) reprehensible
14. We need more men and women of culture and enlightenment in our society; we have too many ____ among us.
(A) Pedants (B) Philistines
(C) ascetics (D) paragons
15. As news of his indictment spread through the town, the citizens began to ____ him and to avoid meeting him
(A) ostracize (B) congratulate
(C) desecrate (D) minimize
16. I can vouch for his honesty; I have always found him ____ and carefully observant of the truth.
(A) arbitrary (B) plausible
(C) volatile (D) veracious
17. Perhaps because he feels ____ by an excess of parental restrictions and rules at adolescence the repressed child may break out dramatically.
(A) nurtured (B) appeased
(C) confined (D) fascinated
18. In the view of the exiting circumstances and the defendant's youth, the judge recommended ____.
(A) conviction (B) a defense
(C) a mistrial (D) leniency



19. Although over the years _____ resource had been devoted to alleviating the problem, a satisfactory solution remained _____
(A) natural ; costly (B) adequate ; probable
(C) substantial ; elusive (D) capital ; decisive
20. Since she believed him to be both candid and trust worthy, she refused to consider the possibility that his statement had been _____
(A) irrelevant (B) facetious
(C) mistaken (D) insincere
21. People should not be praised for their virtue if they lack the energy to be _____ in such cases, goodness is merely the effect of _____
(A) depraved ... hesitation (B) crueleffortlessness
(C) wicked ... indolence (D) unjustboredom
22. Lacking the time to examine the treatise in its entirety, the editors asked the author to provide them with _____ instead.
(A) a compendium (B) a dissertation
(C) an elaboration (D) a facsimile
23. Since the propensity to migrate has persisted in every epoch, its explanation requires a theory _____ any particular period of time.
(A) tailored (B) unconscious of
(C) independent of (D) anomalous in
24. Man is a _____ animal, and much more so in his mind than in his body; he may like to go alone for a walk, but he hates to stand alone in his _____.
(A) gregarious ... opinions (B) conceited ... vanity
(C) singular ... uniqueness (D) solitary thoughts
25. Normally an individual thunderstorm lasts about 45 min, but under certain Conditions the storm may __, becoming evermore severe, for as long as four hours.
(A) wane (B) moderate
(C) persist (D) vacillate
26. We lost confidence in him because he never _____ the grandiose promises he had made
(A) forgot about (B) reneged on
(C) tired of (D) delivered on
27. In a revolutionary development in technology, several manufacturers now make biodegradable forms of plastic; some plastic rings, for example gradually _____ when exposed to sunlight .
(A) harden (B) stagnate
(C) inflate (D) decompose



28. Unlike other examples of _____ verse, Milton's *Lycidas* does more than merely mourn for the death of Edward King; it also denounces corruption in the Church in which King was ordained.
(A) satiric (B) elegiac
(C) free (D) humorous
29. I have no _____ motive in offering this advice; I seek no personal advantage or honor.
(A) nominal (B) altruistic
(C) incongruous (D) disinterested
30. The orator was so _____ that the audience became _____.
(A) soporific ... drowsy (B) inaudible ... elated
(C) pompous ... bombastic (D) dramatic ... affable
31. The young man was quickly promoted when his employers saw how _____ he was.
(A) indigent (B) indifferent
(C) assiduous (D) lethargic
32. For Miro, art became a _____ ritual; paper and pencils were Holy objects to him and he worked as though he were performing a religious rite.
(A) Superficial (B) sacred
(C) banal (D) cryptic
33. Because it arrives so early in the season before many other birds the robin has been called the _____ of spring.
(A) hostage (B) autocrat
(C) compass (D) harbinger
34. Overindulgence _____ character as well as physical stamina.
(A) strengthens (B) stimulates
(C) debilitates (D) maintains
35. Your _____ tactics may compel me to cancel the contract, as the job must be finished on time.
(A) dilatory (B) offensive
(C) repugnant (D) infamous
36. Her true feelings _____ themselves in her sarcastic asides: only then was her _____ revealed.
(A) concealed ... sweetness (B) manifested ... bitterness
(C) hid ... sarcasm (D) developed ... anxiety
37. They fired upon the enemy from behind trees, walls and any other _____ point they could find.
(A) conspicuous (A) definitive
(C) vantage (D) exposed